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LEARNING LEADERS

A MULTI-METHOD EVALUATION

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Executive Summary

Background

- This report investigates findings arising from a variety of forms of feedback on Cumbria Partnership Foundation Trust's "Learning Leaders" Programme running from 2012-2013.

Methodology

- Four different data-forms were collected to provide a multi-dimensional overview of the initiative, which were:
 - The participants' evaluations of LLP sessions (quantitative and qualitative);
 - Two tranches of interviews with participants during and after the LLP (qualitative);
 - Interviews with the managers of participants after the LLP (qualitative);
 - Reflective work by participants on the impacts of their change projects (qualitative).

Findings I: Session evaluation feedback

- Analysis of N=60 session evaluation feedback forms yielded a large corpus of quantitative and qualitative data.
- Quantitatively, all sessions across the LLP were received exceptionally well, with mean daily quantitative scores for both interest and usefulness never dropping below eight out of ten.
- There was minimal divergence between usefulness and enjoyability scores for any given day, indicating that sessions were optimally balanced between theoretical and practical materials.
- The mean scores for the action learning sets were marginally higher than the mean overall scores for each day, indicating that these were the participants' favoured elements of the programme.
- Mean ratings for both physical environment and learning environment were consistently high, with all sessions receiving average participant scores over four out of five, with only one exception.
- This exception was for the venue/refreshments on Day 5, where the mean rating dipped to 3.89 out of five. It is of note, however, that this score was complemented by the highest mean learning experience score on the same day (a very high 4.56 out of five), indicating that although

the physical environment was not quite as well received as on previous days, this did little to dull the participants' enthusiasm for the materials themselves.

- Qualitative feedback was similarly affirmative, with success themes outstripping developmental themes in range, frequency and impact-framing.
- The structure of the programme was complimented extensively in terms of the collective activities embedded therein, the practical planning and organisation of the individual days and the overall programme, and teaching and facilitative styles of session leaders.
- Some concerns were raised relating to the degree to which the days of the programme were “spread out” and some participants felt that a few materials from later in the programme would have been helpful at an earlier stage.
- The content of the LLP was also highly praised, with the inclusion of the Myers-Briggs psychometric type indicator, the broad practical applications of the programme at large (especially the “Communities of Practice” session), and the action learning sets being singled out as exceptionally valuable.
- Some participants found slides difficult to read early in the programme, and some would have found pre-session access to the written materials constructive.
- The most striking aspect of the qualitative feedback related to the impacts of the LLP at the personal level.
- A small number of participants felt a little overwhelmed by the range of the materials (though not the level), and by group work with more explicitly assertive peers.
- All participants highlighted that the LLP had given them a strong sense of community and “connectedness,” both within the group but also regarding CPFT itself; the presence of the chair on the first day was cited as particularly valuable in this respect.
- Participants also cited their increased optimism, both about the LLP itself, but more importantly about their professional roles and collective leadership prospects in the light of the LLP. This was taken to stem both from the practicality of the taught materials, and also from the sharing of histories and experiences with peers.
- Finally, and most explicitly, participants found the programme empowering. Motivation and confidence were cited as direct outputs of interactive work within the LLP, the nature of the taught materials and the discovery that their more difficult experiences were also shared by others.

Findings II: Participant interview feedback

- Two tranches of interviews were conducted, one early in the programme and another three months after its conclusion.
- The first tranche of interviews (N=7 participants) yielded three impact-oriented global themes: (a) project structures, (b) project impact mechanics, and (c) training impacts.
- In terms project structures, participants outlined a range of issues pertaining to the functions that their projects were anticipated to perform within the Trust, and the contexts of their projects' conceptualisation (i.e. the problems to be solved and the evidence for intervention).
- Key orientations of the projects included greater service-user satisfaction, the improvement of internal Trust communications, and topic-specific awareness-raising, skill training and morale boosting for colleagues.
- The problems the projects were designed to address were generally considered to be national, rather than local, in character and the rationales for conducting them were based not only on personal experience, but often on strong research and evidence.
- Participants cited a range of impacts that they hoped or expected to arise from the execution of the projects. These included better morale, less stress for staff, better communication, better services for clients and financial savings.
- Expected obstacles included lack of funds, lack of technology and expertise within the Trust itself, workload/time and difficulties with engaging colleagues in new or unfamiliar activities.
- Participants also reported a number of impacts that the LLP training was effecting (or had already effected) in the execution of the project, and in the workplace itself.
- In the early stages of the change project, the training was said to have boosted project-essential time and resource management skills, communication and personnel management skills; also enhanced was the confidence to execute the project at all, and self-reflectivity in taking knocks and rethinking strategies.
- In the workplace, meanwhile, the training was reported to have already impacted upon confidence and the understanding of others, while patient care was anticipated to be an inevitable upshot of these things.
- The second tranche of interviews (N=5 participants) yielded the same three impact-oriented global themes: (a) project structures, (b) project impact mechanics, and (c) training impacts. These themes were, however, based upon evidence rather than expectation and were, thus, much more differentiated, with more subtleties, than in Tranche 1.

- In terms of project structures, the projects had remained largely true to their original purposes (greater service-user satisfaction, the improvement of internal Trust communications, and topic-specific awareness-raising, skill training and morale boosting for colleagues). However, circumstances had requires some to adapt and change in manner of execution, which they had done successfully.
- Participants maintained that their change projects remained as relevant as they had at the beginning, but also now were able to provide firm evidence for this in terms of project-embedded research, formal feedback and hard results.
- In terms of direct extant impacts of the projects, meanwhile, participants were able to evidence a wide range of changes made in terms of staff wellbeing (e.g. better morale, reduced sick leave), service-user experience (e.g. more hours of direct contact with clients, greater uptake of services), staff knowledge of issues and direct technical and practical support for the workplace.
- The most variegated and commonly reported obstacle to projects making an impact was a resistance to change, or professional ‘inertia’, among direct colleagues and wider staff.
- In no case was this framed as ‘wilful’ resistance, but more commonly associated with (a) suspicion of change and/or new ways of thinking in an already turbulent working climate (i.e. a protective ‘bunker mentality’), or (b) a reluctance to commit additional time/resources to an initiative when workloads were already growing.
- Other obstacles included funding, logistics and simple pressures of time and workload.
- Methods for surmounting these obstacles were external (e.g. help from mentors, which was highly praised, and use of action learning sets), practical (e.g. developing guidebooks and creating forums for interaction) and internal (e.g. sheer perseverance and a more reflective approach towards goals).
- The impacts of the LLP training upon the execution of projects were reported to be substantial, bolstering both the personal qualities and practical skills essential for success. Among the former, participants cited project management, time and resource management, communication, networking and research skills. Among the latter, confidence, adaptability and a critical realism were seen as key.
- The impacts of the LLP training upon the participants’ workplaces, meanwhile, were framed as either practical or personal. The former addressed direct impacts upon patient care, group communication and harmony and the management of personnel and personalities. The latter once again emphasised how the LLP had grown confidence, adaptability and a more reflective take on leadership.

- Finally, participants outlined the impacts of the LLP training upon their wider professional selves, indicating that they had become more confident and adaptable people, had become more enthused regarding learning and research and, in one case, would now pursue postgraduate academic study.

Findings III: Managerial feedback

- Analysis of N=5 interviews with the managers of participants in the Learning Leaders programme yielded five major themes: (a) expectations of the LLP training, (b) impacts of the LLP training, (c) expectations of the change project, (d) impacts of the change project and (e) novelties and application of the LLP.
- Managers expected the LLP training to equip participants with additional confidence to lead, a range of technical and motivational skills, and enhanced knowledge and understanding of CPFT itself.
- All of these expectations manifested as concrete impacts, with a highly notable focus upon the confidence-raising qualities of participation in the LLP.
- Managers also noted that participants were stronger communicators, more ready to take a few risks, more analytic in their thinking and more motivated in their working practices.
- Managers were generally less certain about ‘what to expect’ from the change projects than they were from the LLP training; expected outcomes were strongly linked to the nature of the project.
- Generally, the projects were hoped/expected to boost the participating individual’s technical project management skills, and improve morale and productivity at the team level.
- A substantial range of firm impacts were reported with respect to what the projects actually achieved; not only did all of the managers specific hopes and expectations ossify, but the same positive changes also materialised where they may not have been expected, and there were an additional range of unexpected/unforeseen positive impacts.
- Greater team productivity, less sick leave taken, higher morale, improved communication and communication systems were reported, as were stronger knowledge and skills in the LLP participants themselves. Community engagement and benefits for local youth were also noted.
- The LLP was seen as “new” by managers (i.e. different to prior interventions) in several ways.
- Firstly, the capacity of the LLP to inspire, empower and enthuse – themselves often outputs of effective mentoring – were highlighted.
- Secondly, the raw practicality and usefulness of the LLP in terms of connecting to the wider Trust were deemed to be novel when other interventions were considered.

- Finally, managers reflected on a few ways in which knowledge and skills acquired by the participant in Learning Leaders might be 'put to work' in the future.
- Functioning as a team 'learning hub' was seen as a major prospective role in this respect, while one participant had already introduced action learning sets as a problem-solving device.
- One manager saw use for the outputs of the LLP in bolstering the team's marketing strategy, while another saw prospective use in improving communication between teams.

Findings IV: Participant impact reflection feedback

- Analysis of N=13 impact reflection feedback forms yielded five major themes in this domain: (a) reasons to join Learning Leaders, (b) extant project impacts, (c) prospective project impacts, (d) obstacles to impact and (e) Impact mechanisms.
- The reasons participants provided for having applied to become a learning leader at the outset were both structural and personal.
- Structural reasons included a frustration with the existing status quo; a desire to effect change, and a chance to share experience as part of a larger community (though this matter also fell under the 'personal' factors theme).
- Personal reasons included the promise of role-specific personal development and a personal ethos in tune with continued learning of this order.
- The key learning outputs of Learning Leaders identified by participants were four-fold:
- In terms of community, it was support systems, the perils of working in isolation, and the value of others' knowledge and skills that were seen as the most important things learned.
- In terms of support, empowerment and confidence, participants highlighted their own personal growth, especially in groups.
- In terms of the direct taught content, Action Learning Sets and personality types and leadership styles were seen as most important.
- In practical skill development, participants raised the relevance of project management, communication, reflection and clear thinking, being realistic, and understanding that there was always more to learn.
- The impacts of the projects (and participation in them) were explored in terms of the extant and the prospective.
- Extant impacts detailed by the participants included personal growth; collective impacts such as training delivery, team performance improvements and the development of independent Action learning Sets; and impacts in the domain of research and feedback such as increased

recruitment to research studies, positive feedback from service-users and the development of new research tools.

- Prospective impacts included human impacts such as further training provision, improvements in service-user experience and greater social inclusion; resource impacts such as time-savings and financial gains; and knowledge impacts such as greater information accessibility and further research development.
- Obstacles to extant or prospective impacts being made, as cited by participants, were institutional changes – such as mid-project changes of role for participants or their managers; resource restrictions, such as limited time, funds, materials and personnel; and unengaged colleagues, and difficulties in sustaining intensity in important links.
- The mechanisms through which participants felt change had been actualised – or would be – were enhanced and productive interactions with individuals and agencies within the Trust and without; a more realistic and reflective mindset; and effective production and transfer of knowledge.

Conclusions

- Learning Leaders manifestly achieved all of its key aims, and had a range of additional (positive) impacts that may not have been anticipated.
- The conclusion explores five major cross-cutting themes appearing in the four findings sections - with analytic reflections on each - that describe both manifest and latent impacts.
- These themes are: (a) learning, thinking and research, (b) communication, community and empathy, (c) mentoring and support, (d) efficiency, adaptability and reflection, and (e) confidence, motivation and morale.

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Contents

| | |
|-----------------------------------|------|
| Executive Summary | ii |
| Acknowledgement | ix |
| Contents | x |
| List of Figures | xvii |
| List of Tables | xx |
| 1. Introduction | 1 |
| 1.1. The programme | 1 |
| 1.2. Report structure..... | 3 |
| 2. Methodology..... | 4 |
| 2.1. Session evaluations | 4 |
| 2.1.1. Participants | 4 |
| 2.1.2. Design..... | 4 |
| 2.1.3. Data analysis | 6 |
| 2.2. Participant interviews | 6 |
| 2.2.1. Participants | 6 |
| 2.2.2. Design..... | 7 |
| 2.2.3. Analysis | 8 |
| 2.3. Management interviews | 9 |
| 2.3.1. Participants | 9 |

| | |
|----------------------------------------------------------------------------|----|
| 2.3.2. Design..... | 9 |
| 2.3.3. Analysis | 10 |
| 2.4. Project impact reflections..... | 10 |
| 2.4.1. Participants | 10 |
| 2.4.2. Design..... | 11 |
| 2.4.3. Data Analysis..... | 11 |
| 3. Findings I: Session Evaluations..... | 12 |
| 3.1. Quantitative feedback (summary) | 12 |
| 3.1.1. Day one | 12 |
| 3.1.1.1. Session one: Welcome and introduction | 12 |
| 3.1.1.2. Session two: learning models | 13 |
| 3.1.1.3. Session three: Communities of practice | 14 |
| 3.1.1.4. Session four: Project discussion..... | 14 |
| 3.1.1.5. Session five: Leading change..... | 15 |
| 3.1.1.6. Overall “usefulness” and “enjoyment” | 16 |
| 3.1.1.7. Overall learning experience | 16 |
| 3.1.1.8. Environment..... | 17 |
| 3.1.2. Day two | 18 |
| 3.1.2.1. Session one: Lifelines | 18 |
| 3.1.2.2. Session two: Action Learning Sets, theoretical underpinning. | 18 |

| | |
|--------------------------------------------------------------------------|----|
| 3.1.2.3. Sessions three and four: Action Learning Sets..... | 19 |
| 3.1.2.4. Overall “usefulness” and “enjoyment” | 20 |
| 3.1.2.5. Overall learning experience | 20 |
| 3.1.2.6. Environment..... | 21 |
| 3.1.3. Day three..... | 21 |
| 3.1.3.1. Session one: Difference and diversity..... | 21 |
| 3.1.3.2. Sessions three and four: Action Learning Sets / Lifelines. | 22 |
| 3.1.3.3. Overall “usefulness” and “enjoyment” | 23 |
| 3.1.3.4. Overall learning experience | 23 |
| 3.1.3.5. Environment..... | 24 |
| 3.1.4. Day four..... | 25 |
| 3.1.4.1. Session one: Influencing styles and MBTI | 25 |
| 3.1.4.2. Session two: So, you want to make an impact? | 25 |
| 3.1.4.3. Sessions three and four: Action Learning Sets..... | 26 |
| 3.1.4.4. Overall “usefulness” and “enjoyment” | 26 |
| 3.1.4.5. Overall learning experience | 27 |
| 3.1.4.6. Environment..... | 27 |
| 3.1.5. Day five..... | 28 |
| 3.1.5.1. Session one: Leading learning, leading change..... | 28 |
| 3.1.5.2. Session two: Role of a learning leader | 29 |

| | |
|-------------------------------------------------------------|----|
| 3.1.5.3. Sessions three and four: Action Learning Sets..... | 29 |
| 3.1.5.4. Overall “usefulness” and “enjoyment” | 30 |
| 3.1.5.5. Overall learning experience | 30 |
| 3.1.5.6. Environment..... | 31 |
| 3.2. Quantitative feedback (synthesis) | 32 |
| 3.3. Qualitative feedback (summary)..... | 34 |
| 3.3.1. Structure and delivery..... | 34 |
| 3.3.2. Content and materials | 37 |
| 3.3.3. Personal impacts | 39 |
| 3.3.4. Miscellany | 42 |
| 3.4. Qualitative feedback (synthesis) | 42 |
| 3.5. Overall summary of evaluation feedback | 43 |
| 4. Findings II: Participant Interviews | 46 |
| 4.1. Tranche 1 findings | 46 |
| 4.1.1. Tranche 1, theme 1: Project structures | 46 |
| 4.1.2. Tranche 1, theme 2: Project impact mechanics..... | 48 |
| 4.1.3. Tranche 1, theme 3: Training impacts | 52 |
| 4.2. Tranche 2 findings | 55 |
| 4.2.1. Tranche 2, theme 1: Project structures | 56 |
| 4.2.2. Tranche 2, theme 2: Project impact mechanics..... | 58 |

| | |
|--------------------------------------------------------------------|----|
| 4.2.4. Tranche 2, theme 3: Training impacts | 64 |
| 4.3. Overall summary of participant interview feedback | 68 |
| 5. Findings III: Managerial Interviews | 71 |
| 5.1. Expectations of the Learning Leaders training programme | 71 |
| 5.2. Impacts of the Learning Leaders training programme | 72 |
| 5.3. Expectations of the Learning Leaders change project | 75 |
| 5.4. Impacts of the Learning Leaders change project | 76 |
| 5.5. Learning Leaders novelties and applications | 79 |
| 5.5.1. LLP novelties..... | 80 |
| 5.5.2. LLP knowledge-functions | 81 |
| 5.6. Overall summary of managerial feedback | 82 |
| 6. Findings IV: Impact Reflections | 84 |
| 6.1. Reasons for joining learning leaders | 84 |
| 6.1.1. Structural factors | 85 |
| 6.1.2. Personal factors | 86 |
| 6.2. Learning outputs | 87 |
| 6.3. Project impacts | 92 |
| 6.3.1. Extant impacts..... | 92 |
| 6.3.2. Prospective impacts | 95 |
| 6.4. Obstacles to impact | 96 |

| | |
|----------------------------------------------------------|-----|
| 6.5. Key impact mechanisms..... | 99 |
| 6.6. Overall summary of impact reflection feedback | 101 |
| 7. Summary of Impacts | 103 |
| 7.1. Session evaluation feedback..... | 103 |
| 7.2. Participant interview feedback | 103 |
| 7.3. Managerial feedback | 104 |
| 7.4. Impact reflection feedback | 105 |
| 7.5. Impact synthesis | 106 |
| 8. Conclusions | 108 |
| 8.1. Learning, thinking and research..... | 108 |
| 8.2. Communication, community and empathy | 108 |
| 8.3. Mentoring and support..... | 109 |
| 8.4. Efficiency, adaptability and reflection | 110 |
| 8.5. Confidence, motivation and morale | 110 |
| 8.6. Final impact statement | 111 |
| References | 112 |
| Author Details | 113 |
| Dr. Paul K. Miller | 113 |
| Dr. Tom Grimwood | 113 |
| Melissa Bargh, MSc. | 113 |

| | |
|-------------------------------------------------------------|-----|
| Nicola S. Relph, MSc..... | 114 |
| Appendix 1: Participant Interview Schedule 1..... | 115 |
| Appendix 2: Participant Interview Schedule 2..... | 119 |
| Appendix 3: Management Interview Schedule..... | 124 |
| Appendix 4: Participant project impact reflection form..... | 128 |

List of Figures

| | |
|----------------------------------------------------------------------------|----|
| Figure 1: Usefulness and enjoyability of day 1, session 1..... | 13 |
| Figure 2: Usefulness and enjoyability of day 1, session 2..... | 13 |
| Figure 3: Usefulness and enjoyability of day 1, session 3..... | 14 |
| Figure 4: Usefulness and enjoyability of day 1, session 4..... | 15 |
| Figure 5: Usefulness and enjoyability of day 1, session 5..... | 15 |
| Figure 6: Overall usefulness (blue) and enjoyability (red) of day 1 | 16 |
| Figure 7: Overall learning experience of day 1 | 17 |
| Figure 8: Environmental ratings for day 1 | 17 |
| Figure 9: Usefulness and enjoyability of day 2, session 1..... | 18 |
| Figure 10: Usefulness and enjoyability of day 2, session 2..... | 19 |
| Figure 11: Usefulness and enjoyability of day 2, sessions 3 and 4 | 19 |
| Figure 12: Overall usefulness (blue) and enjoyability (red) of day 2 | 20 |
| Figure 13: Overall learning experience of day 2 | 20 |
| Figure 14: Environmental ratings for day 2 | 21 |
| Figure 15: Usefulness and enjoyability of day 3, session 1..... | 22 |
| Figure 16: Usefulness and enjoyability of day 3, sessions 3 and 4 | 22 |
| Figure 17: Overall usefulness (blue) and enjoyability (red) of day 3 | 23 |
| Figure 18: Overall learning experience of day 3 | 24 |
| Figure 19: Environmental ratings for day 3 | 24 |

| | |
|----------------------------------------------------------------------------|----|
| Figure 20: Usefulness and enjoyability of day 4, session 1..... | 25 |
| Figure 21: Usefulness and enjoyability of day 4, session 2..... | 25 |
| Figure 22: Usefulness and enjoyability of day 4, sessions 3 and 4 | 26 |
| Figure 23: Overall usefulness (blue) and enjoyability (red) of day 4 | 26 |
| Figure 24: Overall learning experience of day 4 | 27 |
| Figure 25: Overall environmental ratings for day 4..... | 28 |
| Figure 26: Usefulness and enjoyability of day 5, session 1..... | 28 |
| Figure 27: Usefulness and enjoyability of day 5, session 2..... | 29 |
| Figure 28: Usefulness and enjoyability of day 5, sessions 3 and 4 | 30 |
| Figure 29: Overall usefulness (blue) and enjoyability (red) of day 5 | 30 |
| Figure 30: Overall learning experience of day 5 | 31 |
| Figure 31: Environmental ratings for day 5 | 31 |
| Figure 32: Mean ratings for Action Learning Sets..... | 32 |
| Figure 33: Mean overall usefulness and enjoyability ratings | 33 |
| Figure 34: Mean environment and learning experience ratings | 33 |
| Figure 35: Structure and delivery | 35 |
| Figure 36: Content and materials | 38 |
| Figure 37: Personal impacts..... | 40 |
| Figure 38: Qualitative synthesis..... | 43 |
| Figure 39: Tranche 1 project structures..... | 47 |

| | |
|-------------------------------------------------------------------|-----|
| Figure 40: Tranche 1 project impact mechanics | 49 |
| Figure 41: Tranche 1 training impacts | 53 |
| Figure 42: Tranche 2 project structures..... | 56 |
| Figure 43: Tranche 2 project impacts | 58 |
| Figure 44: Tranche 2 obstacles and solutions..... | 61 |
| Figure 45: Tranche 2 training impacts (project)..... | 64 |
| Figure 46: Tranche 2 training impacts (workplace and self)..... | 66 |
| Figure 47: Managers' LLP training expectations | 71 |
| Figure 48: Managers' LLP training impact observations..... | 73 |
| Figure 49: Managers' LLP change project expectations | 75 |
| Figure 50: Managers' LLP change project impact observations | 77 |
| Figure 51: LLP novelties and knowledge-applications | 80 |
| Figure 52: Reasons to join Learning Leaders | 84 |
| Figure 53: Extant project impacts | 93 |
| Figure 54: Prospective project impacts..... | 95 |
| Figure 55: Obstacles to impact | 97 |
| Figure 56: Impact mechanisms | 100 |
| Figure 57: Learning Leaders impact Wordle | 106 |

List of Tables

| | |
|---------------------------------------------------|----|
| Table 1: Programme organisation..... | 2 |
| Table 2: Analytic Steps in Grounded Theory..... | 9 |
| Table 3: Community | 88 |
| Table 4: Support, empowerment and confidence..... | 89 |
| Table 5: Taught content..... | 90 |
| Table 6: Skill development..... | 91 |

1. Introduction

This report investigates findings arising from a variety of forms of feedback on Cumbria Partnership Foundation Trust's "Learning Leaders" Programme (henceforth LLP) running from 2012-2013.

1.1. The programme

The LLP was developed around a distinct set of twelve principles and aims. These were to:

- a. Provide an advisory function for the development of the Learning Network- a diverse group of people who wouldn't normally meet, coming together to share and explore ideas/ experience and take up a role in developing learning across the organisation.
- b. Central to the role would be a project in their area of work which would form part of the selection process and clearly makes the link between "learning" and "doing". The project would be something the person is already working on or wanting to develop but requires help, support and skills development. Projects will have a focus on supporting integration and improving the experience of patients and carers. Projects should be chosen with full support of locality management.
- c. Peer networking - LeN "community of practice" e.g. lunchtime meetings and action learning sets to develop local communities of practice.
- d. Champion role- promote and develop the Learning Network across the organisation
- e. Resource for organisational development
- f. Consultative role in developing learning initiatives etc. - can respond to organisational questions as a diverse but reflective and well informed collective
- g. Once established, may also be used to help organisation out on a particular topic e.g. staff well-being, to promote bottom up solutions to problems and peer ownership and engagement.
- h. Develop expertise in the Trust's chosen change methodology.
- i. Take an active part in the Learning network annual conference.
- j. As a group develop methods of embedding a learning culture within the organisation and take a lead in further embedding a reflective approach to the delivery of care across the organisation

- k. The group will be available to respond to organisational questions as a reflective and well informed group
- l. Develop the role of learning leader and work towards the selection of the second cohort in 2013.

The programme comprised five sequentially-ordered one-day modules, each of four or five sessions. These were as follows:

TABLE 1: PROGRAMME ORGANISATION

| Day | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
|-----|----------------------------------|------------------------------------------------|-------------------------|--------------------|----------------|
| 1 | Welcome and Introduction | Learning Models | Communities of Practice | Project Discussion | Leading Change |
| 2 | Lifelines | Action Learning Sets: Theoretical Underpinning | Action Learning Sets | | |
| 3 | Difference and Diversity | Did not run. | Action Learning Sets | | |
| 4 | Influencing Styles and MBTI | So, you want to make an Impact? | Action Learning Sets | | |
| 5 | Leading Learning, Leading Change | Role of a Learning Leader | Action Learning Sets | | |

Consequently, the intended outcomes for participants are stated as:

- Benefit to the individual at a personal development level and to experience how personal development can expand into organisational change;
- Small bursary (circa £100) to be used for learning activities;
- Links to University of Cumbria;
- Access to coaching and mentoring support;

- Access to a development programme facilitated by Judi Egerton, OD Lead with input from University of Cumbria and other areas of the Trust to include action learning groups. The focus to be on developing the role, acquiring skills, personal development, leadership and consultation to their project. To have an opportunity to form a “think tank” to develop their views as a group and network between localities;
- Seminars with high profile speakers at the “cutting edge” of learning and development/ Knowledge Management;
- Time to attend development activities in negotiation with locality management;
- Potential to join regional/national groups;
- The promotion of learning and development of the learning network and learning initiatives should be of benefit for teams and areas of work. The project should focus on local developments supporting integration.

1.2. Report structure

The remainder of this report is organised into the following sections:

- The **methodology** outlined the data handling and analysis methods employed in the execution of the evaluation.
- **Findings I** reports outcomes from the participants’ evaluations of the taught sessions.
- **Findings II** reports outcomes from two tranches of interviews with Learning Leaders participants, addressing both the programme and the change projects.
- **Findings III** reports outcomes from interviews with the managers of Learning Leaders participants, addressing both the programme and the change projects.
- **Findings IV** reports outcomes from participants’ own impact evaluations with respect to the change projects.
- The **summary of impacts** juxtaposes all key impact-related findings from the four prior sections, and synthesises key aspects thereof.
- The **conclusion** explores key cross-cutting themes appearing throughout the evaluation.

2. Methodology

This report employs a mixed-analytic approach to the evaluation data collected. Four different data-forms were collected to provide a multi-dimensional evaluation, there were:

1. The participants' evaluations of LLP sessions (quantitative and qualitative);
2. Two tranches of interviews with participants during and after the LLP (qualitative);
3. Interviews with the managers of participants after the LLP (qualitative);
4. Reflective work by participants on the impacts of their change projects (qualitative);

The means by which each form was interrogated is explored, in sequence, in this section.

2.1. Session evaluations

All participants at each of the five days of the LLP were invited to provide evaluative feedback on their experiences.

2.1.1. Participants

A total of **N=60** evaluations were collected, with the split by-day as follows:

- On Day 1, **n=15** evaluations were collected;
- On Day 2, **n=10**;
- On Day 3, **n=16**;
- On Day 4, **n=10**, and;
- On Day 5, **n=9**.

2.1.2. Design

The evaluation form was organised to generate two key forms of feedback data. The quantitative aspect utilised 1-10 rating scales, and also standard Likert scales, requesting the following information:

1. Please indicate on a scale of 1-10 (with 1 not useful/enjoyable at all, and 10 being very useful enjoyable) how you found the following sessions:

Session X.

| | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|----|
| Useful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. Please tick one of the following options in regard to how you found the venue/lunch that was provided:

| | |
|--------------|--------------------------|
| Excellent | <input type="checkbox"/> |
| Very good | <input type="checkbox"/> |
| Satisfactory | <input type="checkbox"/> |
| Poor | <input type="checkbox"/> |
| Very Poor | <input type="checkbox"/> |

3. Please give a rating...on your overall learning experience today.

| | |
|--------------|--------------------------|
| Excellent | <input type="checkbox"/> |
| Very good | <input type="checkbox"/> |
| Satisfactory | <input type="checkbox"/> |
| Poor | <input type="checkbox"/> |
| Very Poor | <input type="checkbox"/> |

The second form of data collection availed participants of an opportunity to provide more detailed qualitative data in line with their session ratings, and also to comment on each day overall.

2.1.3. Data analysis

Scale data were analysed descriptively by question, by session and by Day-of-collection, and then comparatively to explore differences between feedback on different days and different Modules. A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes (see section 2.2.3 for further details). Finally, these meta-themes were collected into common evaluative categories. “Additional information” on evaluations was incorporated into extant categories where appropriate.

It is essential to keep in mind that this latter mode of thematic analysis is designed to display the *range* of themes emergent of the qualitative data, and not accord significance according to frequency of occurrence. From a Straussian point of view, every issue has potential ramifications and it would be myopic to dismiss an innovative idea or suggestion because it is less statistically significant. Indeed, innovation itself is often defined by the fact that it is not widely posited.

2.2. Participant interviews

Semi-structured interviews with a sample of participants in the Learning Leaders programme were conducted in two tranches.

2.2.1. Participants

The first set (**n=7** participants) took place at an early stage, around a third of the way into the taught programme. The second (**n=5**) took place three months after the end of the programme, enabling these participants ample time to reflect upon the impacts of the training and their change projects.

Participants were purposively sampled (see Silverman, 2010) to provide a strong cross-section of the different roles and grades in the wider base of participants.

2.2.2. Design

Semi-structured (or 'focused') interviews are organised around a series of central broad and open questions, with subsidiary topical 'prompts', rather than a rigid set of pre-defined inquiries.

'...the interviewer asks major questions the same way each time, but is free to alter their sequence and probe for more information. The interviewer can thus adapt the research instrument... [to] handle the fact that in responding to a question, people often also provide answers to questions [they] were going to ask later.' (Fielding & Thomas, 2008, pp.246-247)

The core strengths of this technique in qualitative research are three fold:

1. Lateral comparability of findings is still fully achievable across respondents, but:
2. The respondent is also given the discursive space to voice ideas and thoughts that might not have been strictly specified within the exact question; i.e. there is room for new and potentially novel themes to arise.
3. The respondent can connect topics and concepts in their own way, providing a sense of how they themselves understand the 'bigger picture', rather than being beholden to a structure that demands they (a) may have to repeat things they have already said, and/or (b) may have to answer questions in a sequence that does not seem logical to them – both of which can often 'frustrate and annoy' respondents (Suchman & Jordan, 1990).

In both tranches of this evaluation, semi-structured questioning thus focused around the following central issues:

1. The reasons for choosing a particular project;
2. The expected/experienced impacts of the projects;
3. The mechanisms through which impacts are made;
4. Obstacles to impact;
5. Means for surmounting obstacles;
6. The relationship between the Learning Leaders training and project;
7. The impacts of the Learning Leaders training on personal and professional development.

The two full interview schedules can be found in Appendices 1 and 2. Each interview was anticipated to take between 20 and 30 minutes in total, though some were longer and some shorter contingent on the level of detail the respondent provided. Sound files from all interviews were transcribed verbatim, but are presented in this report with necessary deletions for clarity of reading wherever practically possible. These deletions are:

1. 'Minimal continuers' (Hutchby & Wooffitt, 1998), such as 'uhm', 'erm' and 'err'.
2. Word repetitions and stutters.
3. Aborted or reformulated sentence starts.
4. Linguistic idiosyncrasies, such as 'you know', 'kind of like' and 'sort of'.

All data were transcribed and prepared for analysis by mid-August 2013; data analysis then proceeded as outlined in section 2.2.3 (below).

2.2.3. Analysis

Data were explored for patterns and themes using many of the general principles of Grounded Theory (Glaser & Strauss, 1967), and within Scientific Software's ATLAS.Ti qualitative analysis package. Grounded Theory, in its simplest terms, is:

'...the discovery of theory from data systematically obtained from social research.'
(Glaser & Strauss, 1967, p. 2).

This analytic stance, thus, represents the endeavour to generate robust and defensible, practice-oriented findings from rigorous qualitative analysis of a single data-set. Evaluative strategy herein involves two central analytic steps geared towards ongoing category-refinement, as displayed in

Table 2:

TABLE 2: ANALYTIC STEPS IN GROUNDED THEORY

| Step. | Activity. |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 'Open' Coding. | The initial classification and labeling of concepts in qualitative data analysis. Themes are discovered through careful examination and questioning of the data. |
| 2. 'Axial' Coding. | The reanalysis of the findings of step 1, aimed at identifying the important, general concepts. |

With respect to step 1, within the data corpus collected the themes identified closely mirror those outlined as priority issues in Section 1, due to the manner in which interview schedules were specified. This phase of analysis is illustrated and evidenced in Section 4.1 and 4.2. Outcomes of the second stages of analysis, aimed at finding core patterns and tendencies in the full corpus of collected data, are detailed in Section 4.3.

2.3. Management interviews

Semi-structured interviews with a sample of the managers of participants in the Learning Leaders programme were conducted three months subsequent to the end of the programme itself.

2.3.1. Participants

A total of **N=5** managers were purposively sampled to maximise variety, and interviewed about their own experiences regarding the Learning Leaders participant.

2.3.2. Design

Semi-structured questioning focused around the following central issues:

1. Their initial hopes and expectations for the personal development of the participant in Learning Leaders as an outcome of their participation;
2. Their initial hopes and expectations regarding the impacts that the change project might have in the workplace;
3. The impacts that the project has made to date (if any);
4. The impacts that Learning Leaders has had on the participant's own personal and professional development (if any);
5. Their own views on the differences between Learning Leaders and prior initiatives of that ilk;
6. How they envisage using the knowledge and skills gained within their team/service/locality (if any)?

The full interview schedule for the management interviews can be found in Appendix 3. Each interview was anticipated to take between 15 and 20 minutes in total, though some were longer and some shorter contingent on the level of detail the respondent provided. All data were transcribed and prepared for analysis by mid-August 2013.

2.3.3. Analysis

Data were again explored for patterns and themes using many of the general principles of Grounded Theory (Glaser & Strauss, 1967), and within Scientific Software's ATLAS.Ti qualitative analysis package.

2.4. Project impact reflections

At the final celebration day of Learning Leaders (May 3rd 2013), all participants were invited to fill a form in which they could self-assess the impacts of their projects.

2.4.1. Participants

A total of **N=13** participants returned these forms.

2.4.2. Design

The form (a full copy of which can be found in Appendix 4) focused upon three specific areas, via the following questions:

1. In no more than 50 words, please tell us the reason why you applied for the Learning Leaders programme.
2. Please give 5 things you have learned/discovered/found beneficial whilst on the programme or since becoming a Learning Leader.
3. Please tell us here about the milestones/successes/obstacles you faced whilst carrying out your project. What worked? What didn't? What would you change? How do YOU think your project has made an impact?"

Participants were provided with space to answer these questions in as free-form and personal a manner as possible.

2.4.3. Data Analysis.

As with all qualitative components of the evaluation, analysis utilised a Straussian Grounded Theory approach (Strauss & Corbin, 1998) to highlight and refine central categories and concepts found within the data.

3. Findings I: Session Evaluations

Key findings from the evaluative feedback are discussed below in four sections. In the first, quantitative feedback is presented in terms of a day-by day summary. For each of the five days, the usefulness and enjoyability of the sessions both individually and collectively are described, alongside Likert measurements of satisfaction with the overall learning experience and the environment (venue/refreshments etc.). In the second, statistical syntheses of overall rating for the module are considered. The third section thematically explores qualitative feedback, while the fourth synthesises this for recurrent positive and developmental themes.

3.1. Quantitative feedback (summary)

Each day was divided into four or five sessions, with action learning sets representing at least two of these from the second day onwards. For a fuller description of the day-by-day timetabled sessions, and the content thereof, refer to the introductory chapter of this report (page 1). Analysis below is presented by day, and then by session, to optimise clarity.

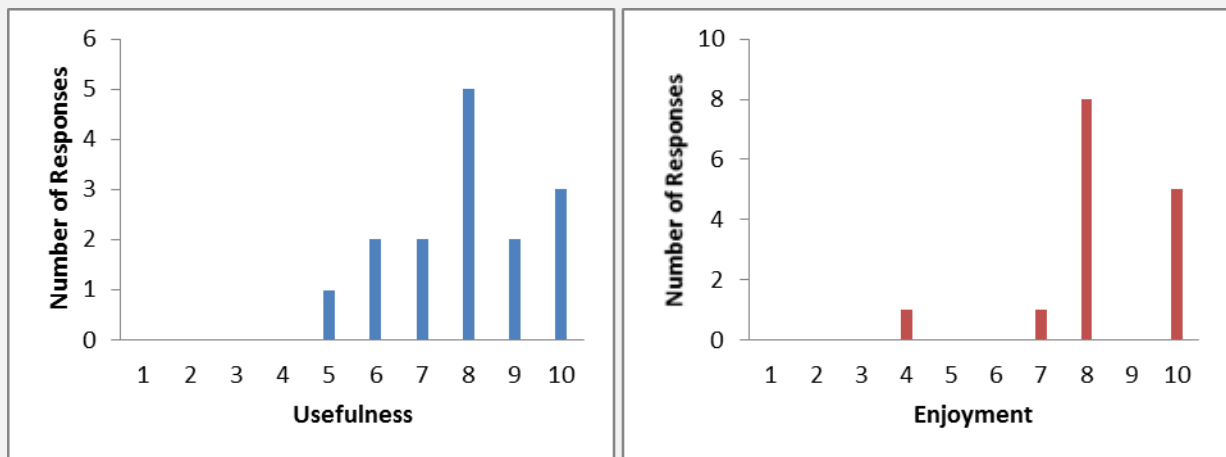
3.1.1. Day one

3.1.1.1. Session one: Welcome and introduction

The “Welcome and Introduction” session on Day 1 was well-received, with the most commonly allocated score for usefulness being eight out of ten (Figure 1). Moreover, over two thirds of the group scored usefulness at eight or more out of ten.

There was a larger range for enjoyment scores; one participant provided an outlier score of four out of ten, though the majority of the group again allocated a score of eight or above out of ten.

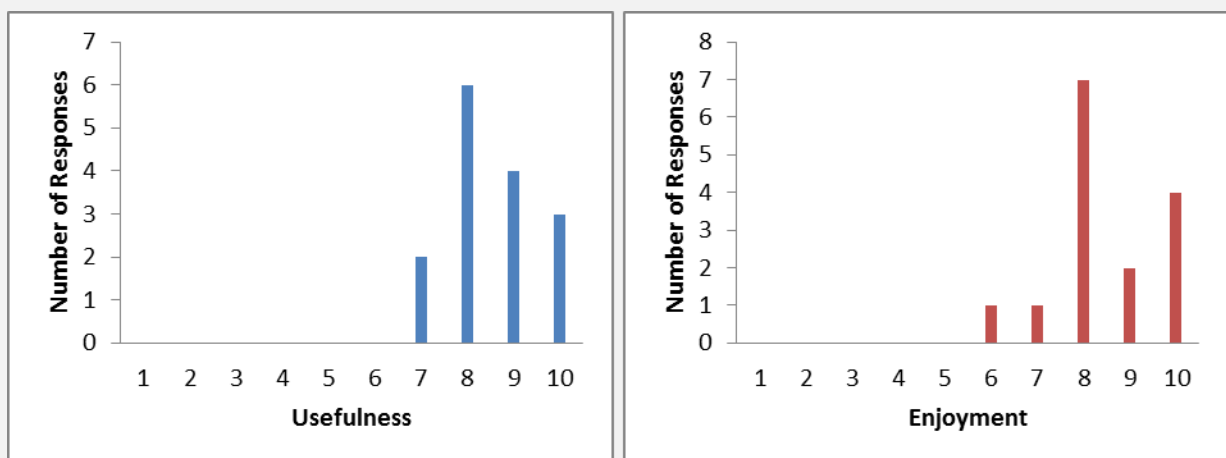
FIGURE 1: USEFULNESS AND ENJOYABILITY OF DAY 1, SESSION 1



3.1.1.2. Session two: learning models

A total of 87% of the group scored both the usefulness and enjoyment of this session eight or above out of ten. The lowest score provided was six out of ten, while a much larger proportion allocated full marks.

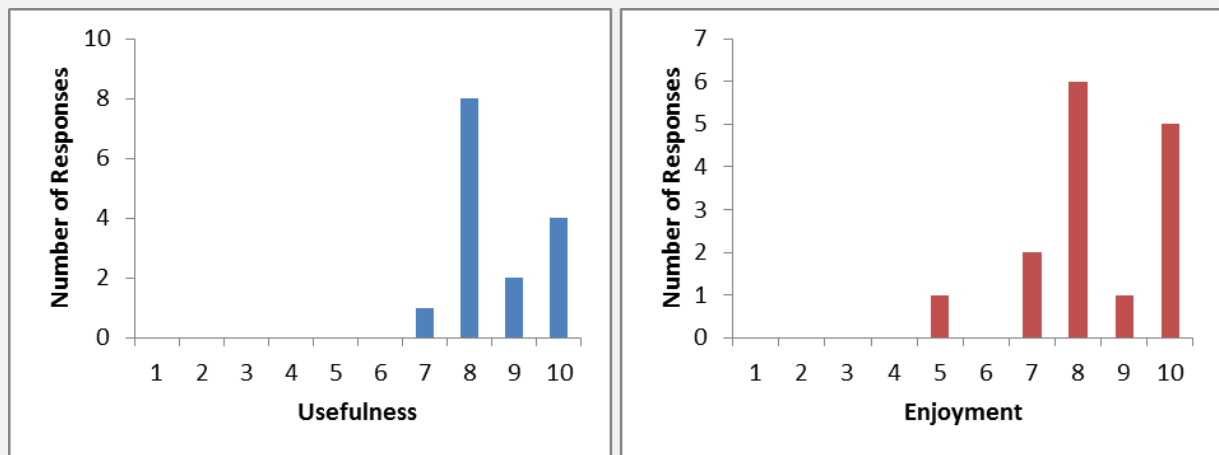
FIGURE 2: USEFULNESS AND ENJOYABILITY OF DAY 1, SESSION 2



3.1.1.3. Session three: Communities of practice

The large majority of the group (93%) scored the usefulness of session three eight or more out of ten.

FIGURE 3: USEFULNESS AND ENJOYABILITY OF DAY 1, SESSION 3

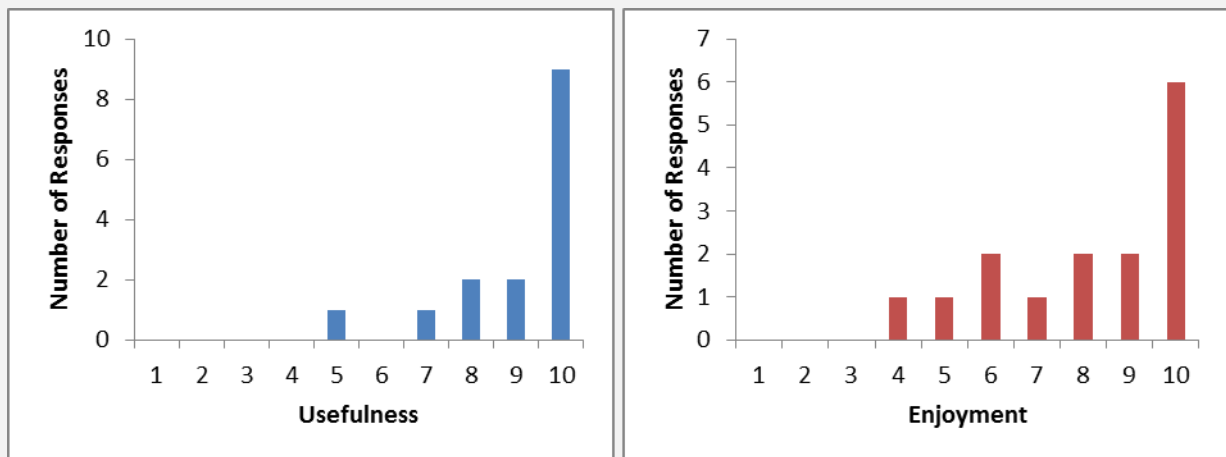


The enjoyment scores were not quite as high, although 80% of the group still scored the session at eight or more out of ten.

3.1.1.4. Session four: Project discussion

A substantial 60% of the group scored the usefulness of this session ten out of ten. Enjoyment scores were a little more varied, however, though 40% of the group still gave a score of ten and the vast majority scored it at eight or more.

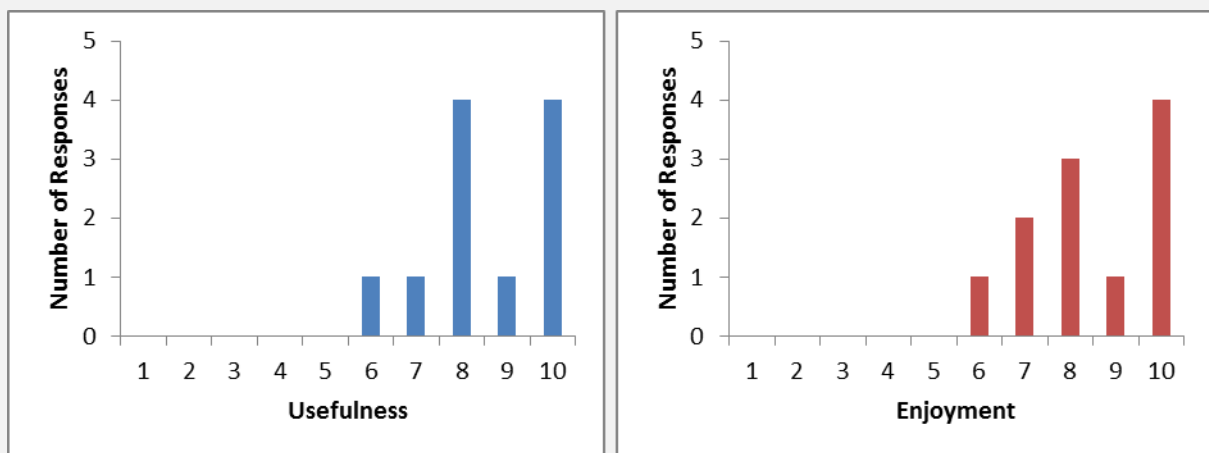
FIGURE 4: USEFULNESS AND ENJOYABILITY OF DAY 1, SESSION 4



3.1.1.5. Session five: Leading change

In total, 82% of the group scored the usefulness of the session at eight or above out of ten. Enjoyment scores ranged from six to ten; the majority score was ten out of ten (Figure 5).

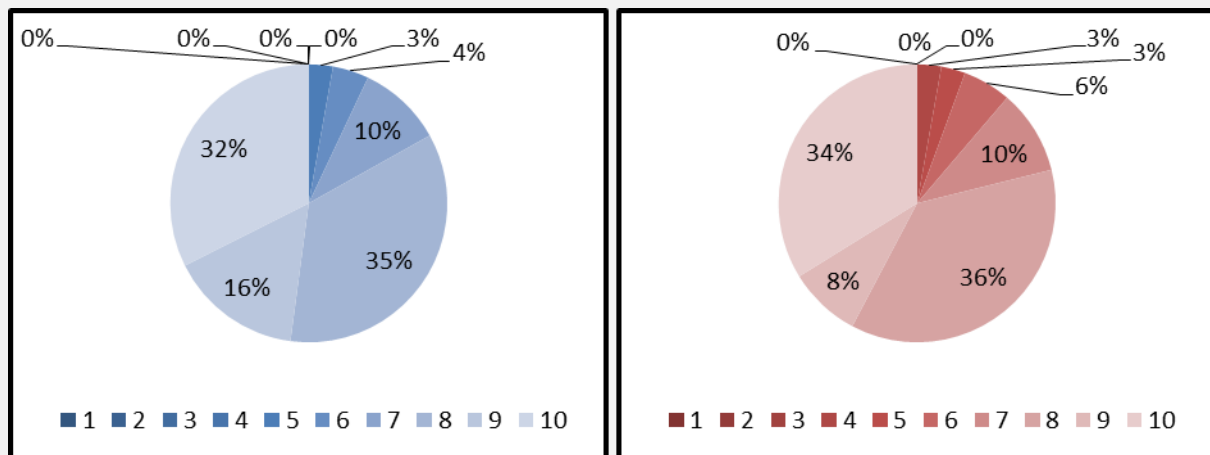
FIGURE 5: USEFULNESS AND ENJOYABILITY OF DAY 1, SESSION 5



3.1.1.6. Overall “usefulness” and “enjoyment”

The group scored the overall usefulness of Day 1 very highly, with the large majority (83%) giving a score of eight or above out of ten.

FIGURE 6: OVERALL USEFULNESS (BLUE) AND ENJOYABILITY (RED) OF DAY 1

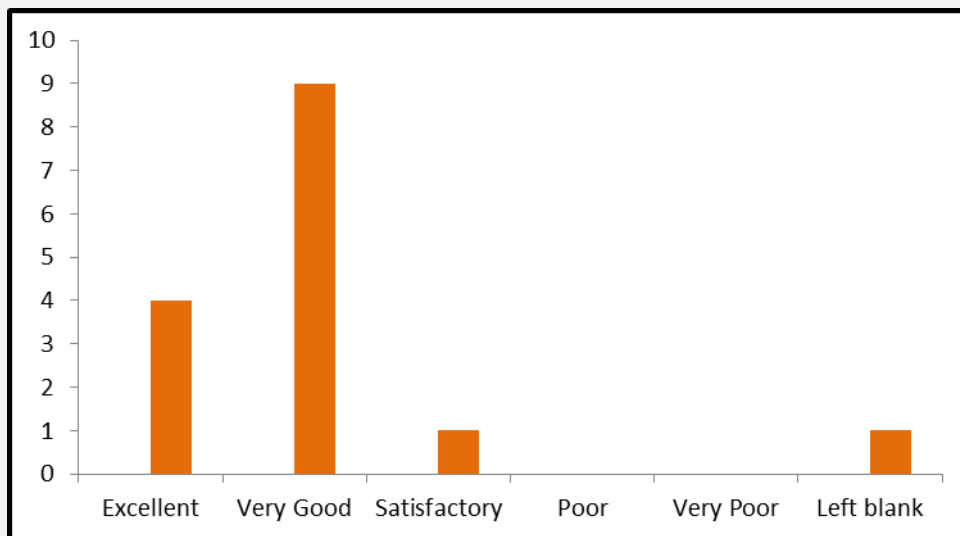


A total of 78% of the group, meanwhile, scored their enjoyment of the day at eight out of ten or above.

3.1.1.7. Overall learning experience

The overall learning experience of Day 1 was rated almost uniformly as “excellent” or “very good” by participants.

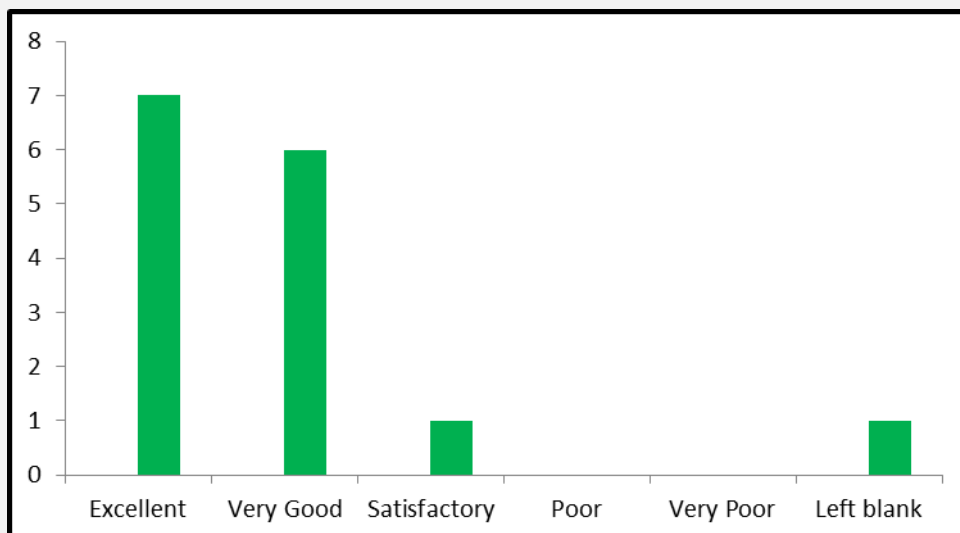
FIGURE 7: OVERALL LEARNING EXPERIENCE OF DAY 1



3.1.1.8. Environment

The venue and refreshments were very well received by participants indeed (Figure 8).

FIGURE 8: ENVIRONMENTAL RATINGS FOR DAY 1



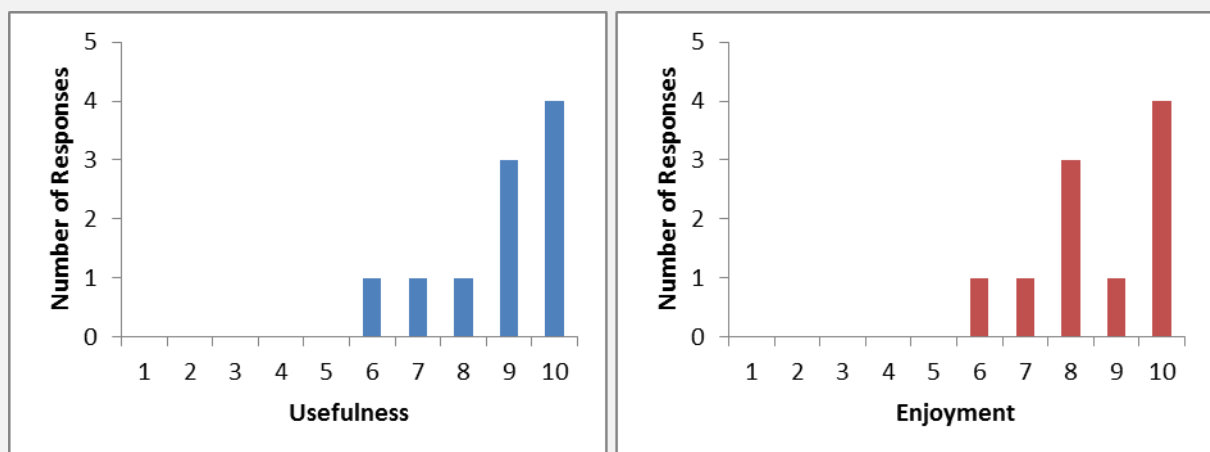
50% of those providing responses gave the Day1 environment an “excellent” rating, and all but one of the remainder viewed the provision as “very good.”

3.1.2. Day two

3.1.2.1. Session one: Lifelines

A total of 70% of the group scored the usefulness of this session nine or above out of ten. Enjoyment scores were very slightly lower; 50% of the group scored nine or ten.

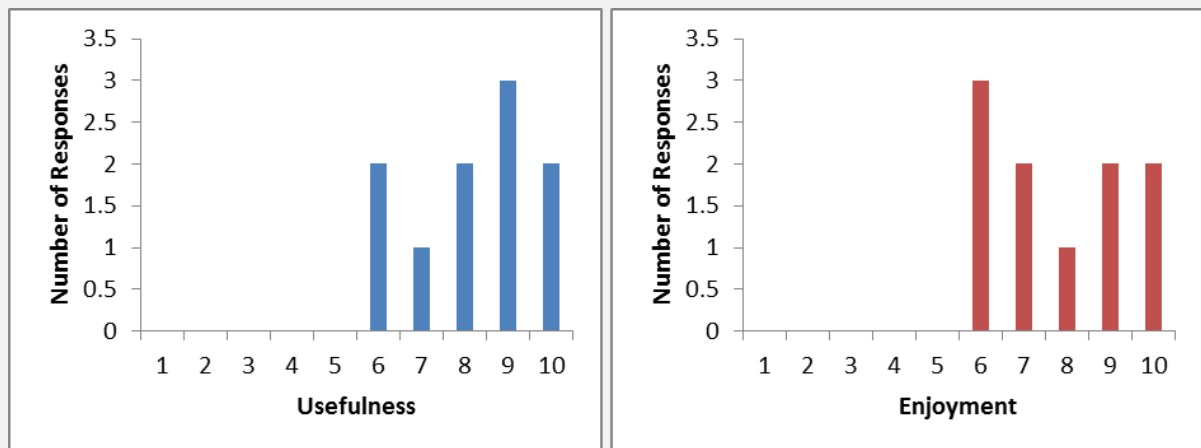
FIGURE 9: USEFULNESS AND ENJOYABILITY OF DAY 2, SESSION 1



3.1.2.2. Session two: Action Learning Sets, theoretical underpinning.

A total of 70% of the group scored the usefulness of this session eight or above out of ten. However, it appears fewer people enjoyed the session, as only 50% of the group scored eight or above for this measure.

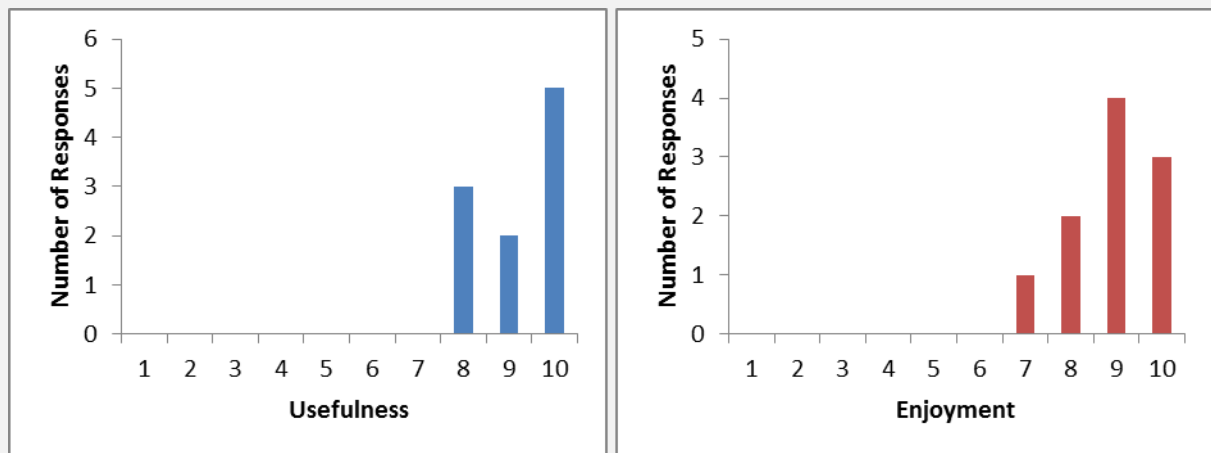
FIGURE 10: USEFULNESS AND ENJOYABILITY OF DAY 2, SESSION 2



3.1.2.3. Sessions three and four: Action Learning Sets.

The Actions Learning Sets on day 2 were very well received, with 50% of participants rating them at 10/10 for usefulness and 70% awarding 9/10 or above for enjoyment (Figure 11).

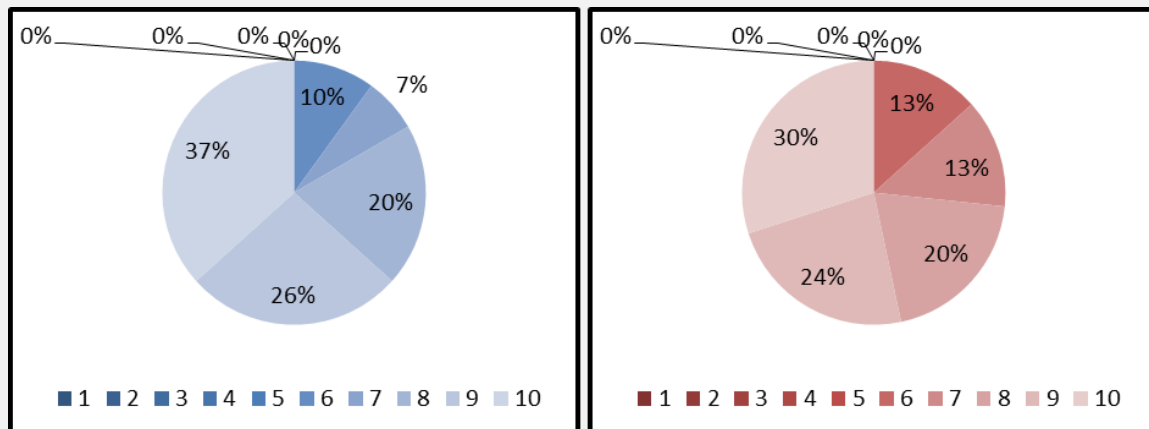
FIGURE 11: USEFULNESS AND ENJOYABILITY OF DAY 2, SESSIONS 3 AND 4



3.1.2.4. Overall “usefulness” and “enjoyment”

A total of 83% of the group scored the overall usefulness of Day 2 at eight or above out of ten. Enjoyment scores were slightly lower, but still high, with 74% of the group scoring eight or above.

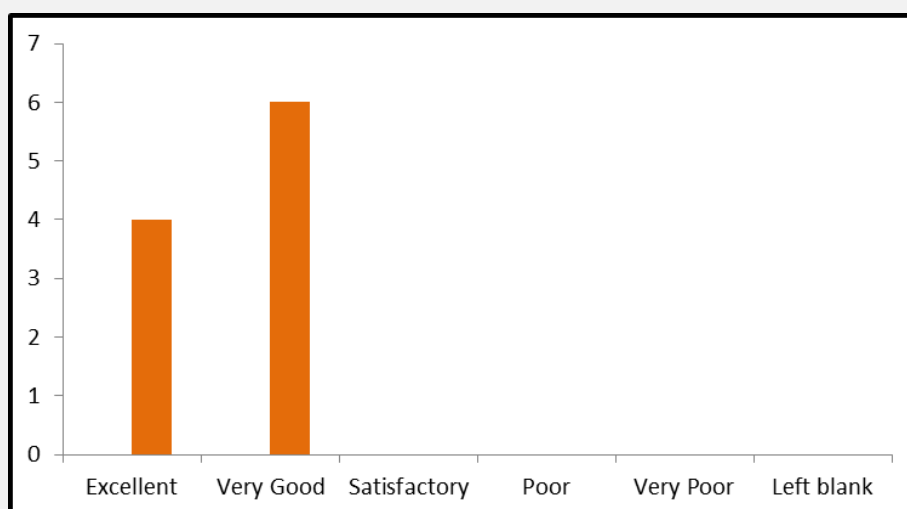
FIGURE 12: OVERALL USEFULNESS (BLUE) AND ENJOYABILITY (RED) OF DAY 2



3.1.2.5. Overall learning experience

Ratings for the Day 2 overall learning experience were exclusively “excellent” (40%) and “very good” (60%).

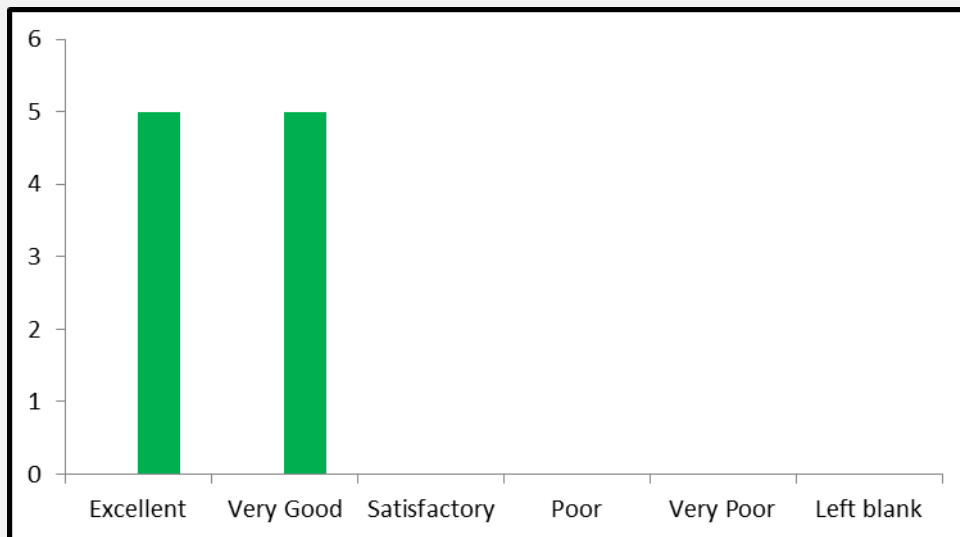
FIGURE 13: OVERALL LEARNING EXPERIENCE OF DAY 2



3.1.2.6. Environment

Environment ratings mirrored, and superseded, the satisfaction scores for learning experience.

FIGURE 14: ENVIRONMENTAL RATINGS FOR DAY 2



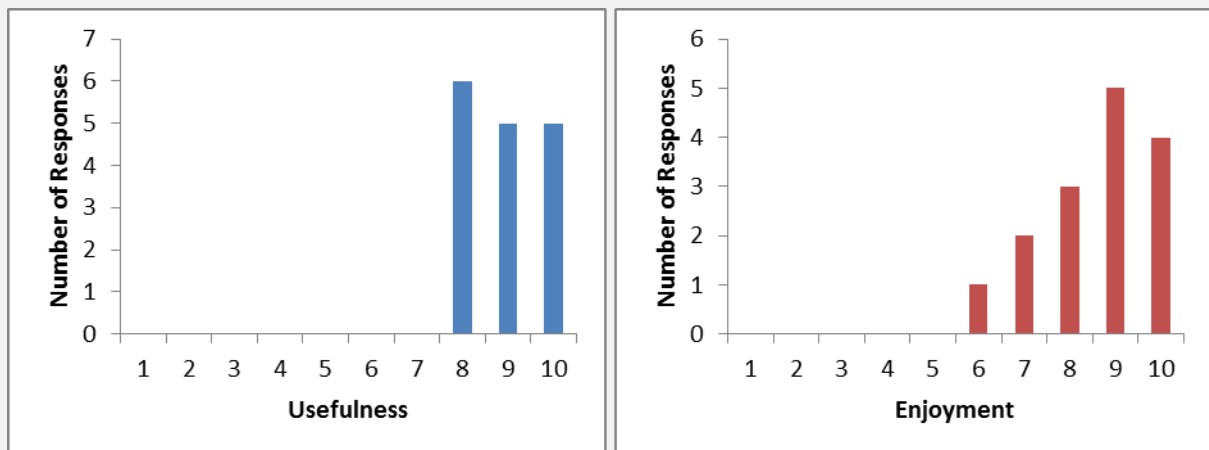
Participants allocated the Day 2 venue and refreshments scores equally split between “excellent” and “very good.”

3.1.3. Day three

3.1.3.1. Session one: Difference and diversity

All participants scored the usefulness of this session at eight or above out of ten. A total of 80% of the group also felt the enjoyment of the session to be eight or more out of ten.

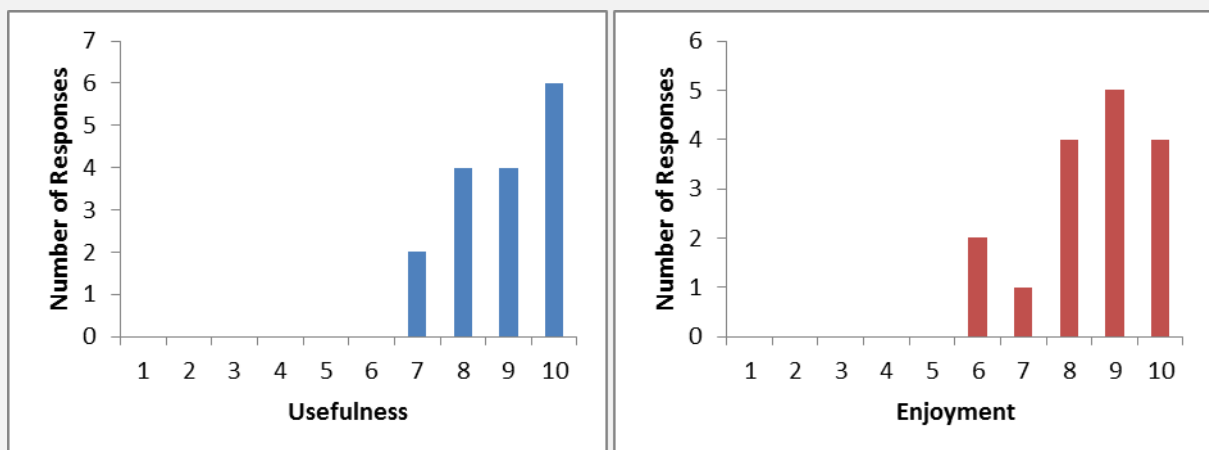
FIGURE 15: USEFULNESS AND ENJOYABILITY OF DAY 3, SESSION 1



3.1.3.2. Sessions three and four: Action Learning Sets / Lifelines.

The Day 3 action learning sets, although not as well received as those on day 2, were still rated very highly for usefulness and almost as highly for enjoyability.

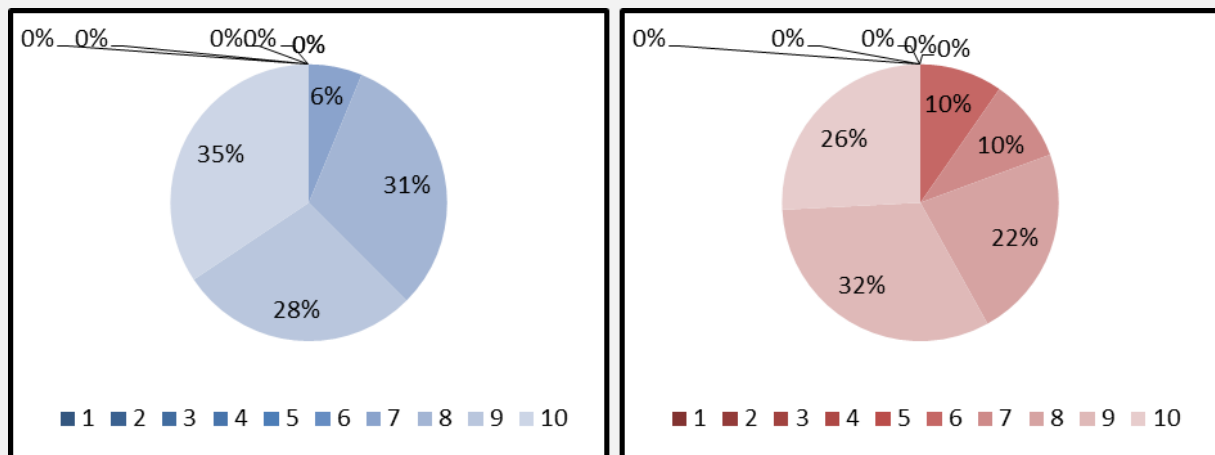
FIGURE 16: USEFULNESS AND ENJOYABILITY OF DAY 3, SESSIONS 3 AND 4



3.1.3.3. Overall “usefulness” and “enjoyment”

Overall, the group viewed Day 3 as very useful, with a substantial 94% scoring the day at eight or more out of ten.

FIGURE 17: OVERALL USEFULNESS (BLUE) AND ENJOYABILITY (RED) OF DAY 3

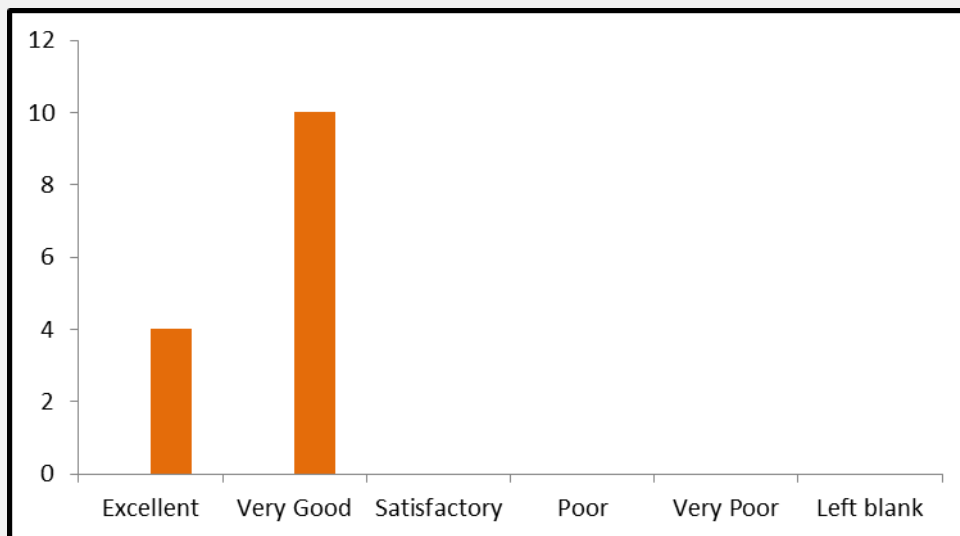


The group also rated the day as enjoyable, with 80% giving a score of eight or more for this measure.

3.1.3.4. Overall learning experience

Ratings for the Day 3 overall learning experience were once again exclusively “excellent” and “very good”.

FIGURE 18: OVERALL LEARNING EXPERIENCE OF DAY 3



3.1.3.5. Environment

The ratings for the Day 3 environment were, however, more distributed, with approximately equal numbers of participants scoring the venue and refreshments as “excellent,” “very good” and “satisfactory” (Figure 19).

FIGURE 19: ENVIRONMENTAL RATINGS FOR DAY 3

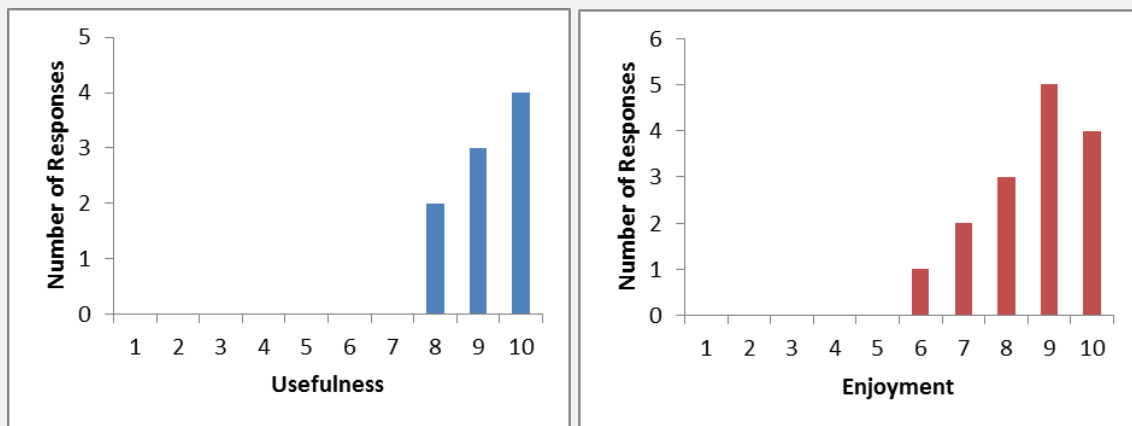


3.1.4. Day four

3.1.4.1. Session one: Influencing styles and MBTI

The entire group scored the usefulness of this session eight or more out of ten. Enjoyment scores ranged from six to ten, with the modal score being nine.

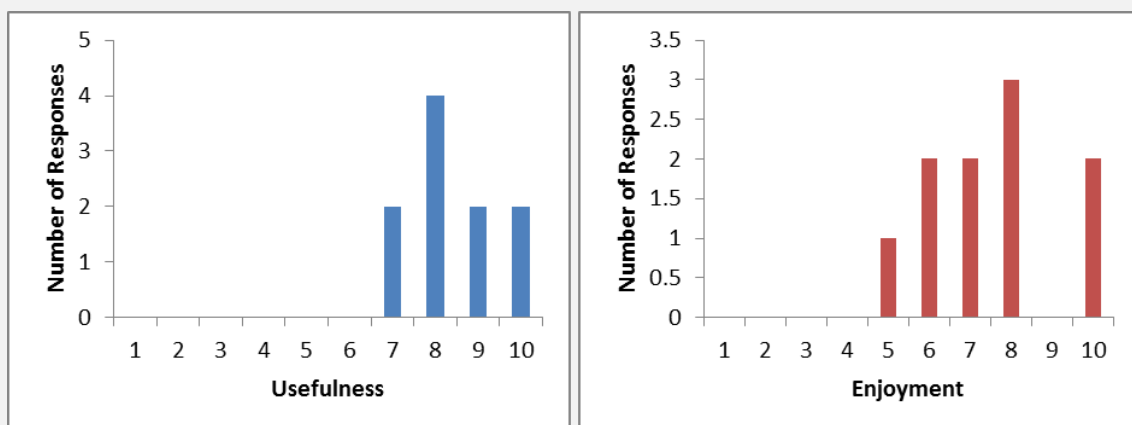
FIGURE 20: USEFULNESS AND ENJOYABILITY OF DAY 4, SESSION 1



3.1.4.2. Session two: So, you want to make an impact?

80% of the group scored the usefulness of this session at eight or more out of ten. However, enjoyment scores were slightly lower, ranging from five to ten with a mode of eight.

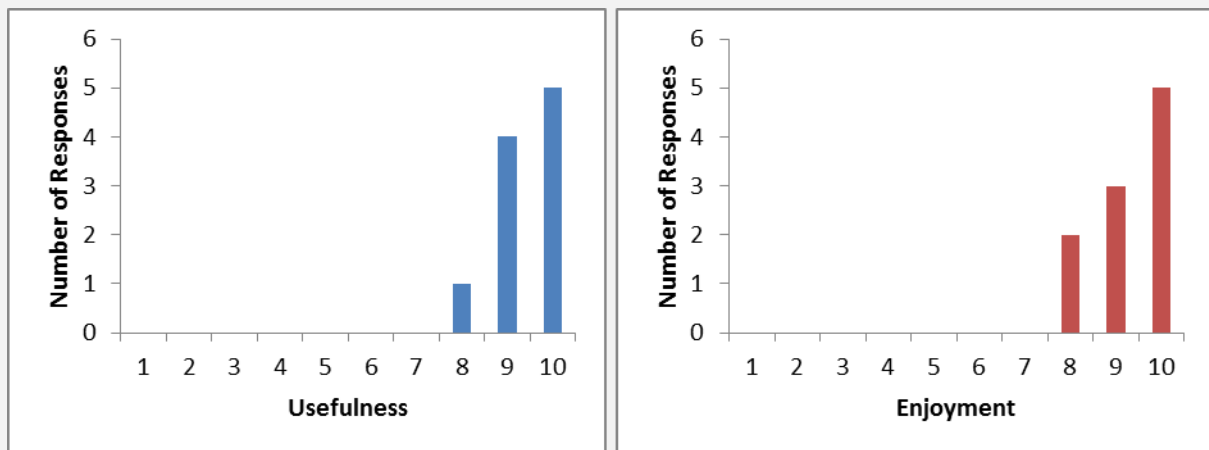
FIGURE 21: USEFULNESS AND ENJOYABILITY OF DAY 4, SESSION 2



3.1.4.3. Sessions three and four: Action Learning Sets

The day 4 Action Learning Sets were extremely well-received, with all participants scoring above eight for both usefulness and enjoyment, and a majority giving both full marks.

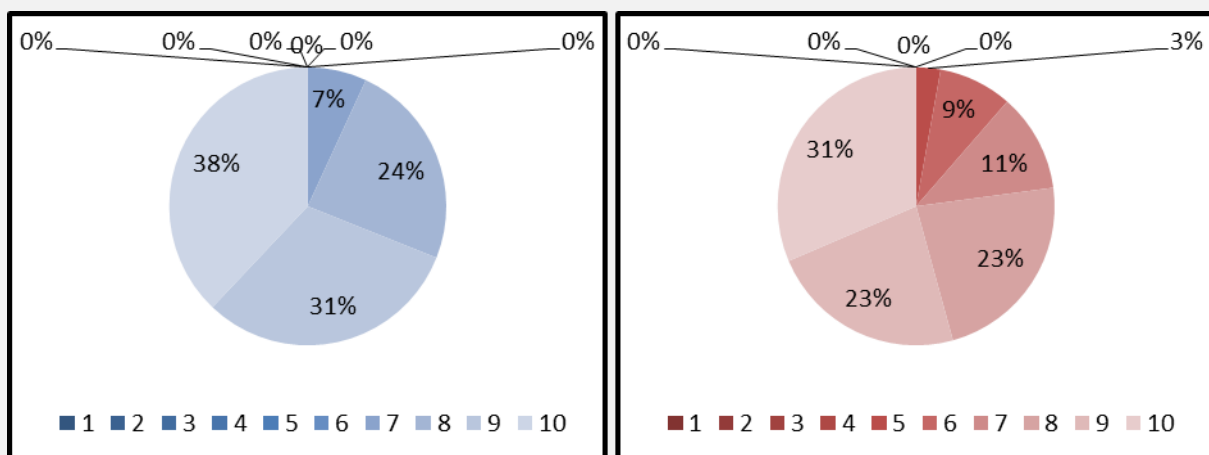
FIGURE 22: USEFULNESS AND ENJOYABILITY OF DAY 4, SESSIONS 3 AND 4



3.1.4.4. Overall “usefulness” and “enjoyment”

Overall, 93% of the group scored the usefulness of day 4 at eight or more out of ten (Figure 23).

FIGURE 23: OVERALL USEFULNESS (BLUE) AND ENJOYABILITY (RED) OF DAY 4

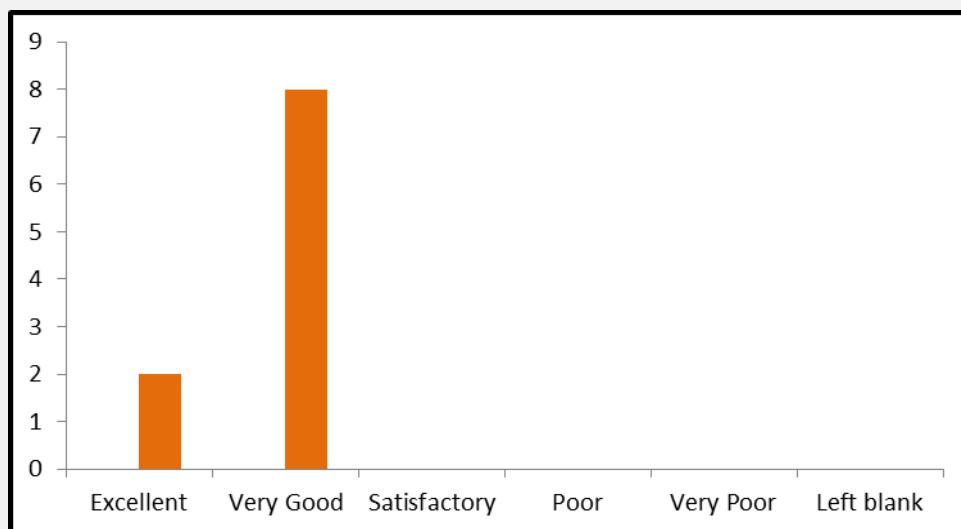


The group also scored their enjoyment of day four highly, with 77% of the group providing ratings of eight or more out of ten.

3.1.4.5. Overall learning experience

Again, the overall learning experience was very highly rated by participants, with all scores at “very good” or “excellent.”

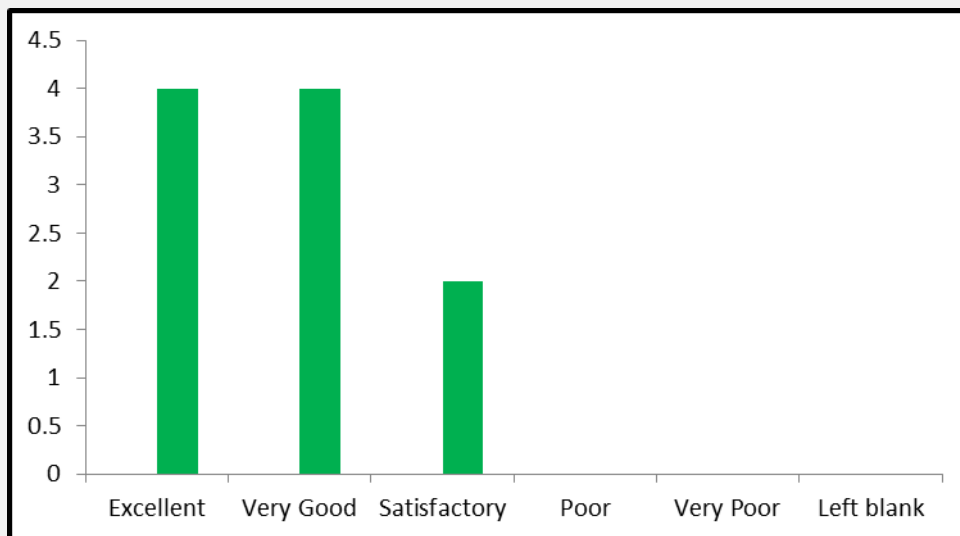
FIGURE 24: OVERALL LEARNING EXPERIENCE OF DAY 4



3.1.4.6. Environment

The ratings for the day 4 environment were, however, a little more distributed, with equal numbers of participants scoring the venue and refreshments as “excellent” and “very good,” and a smaller number as “satisfactory.”

FIGURE 25: OVERALL ENVIRONMENTAL RATINGS FOR DAY 4

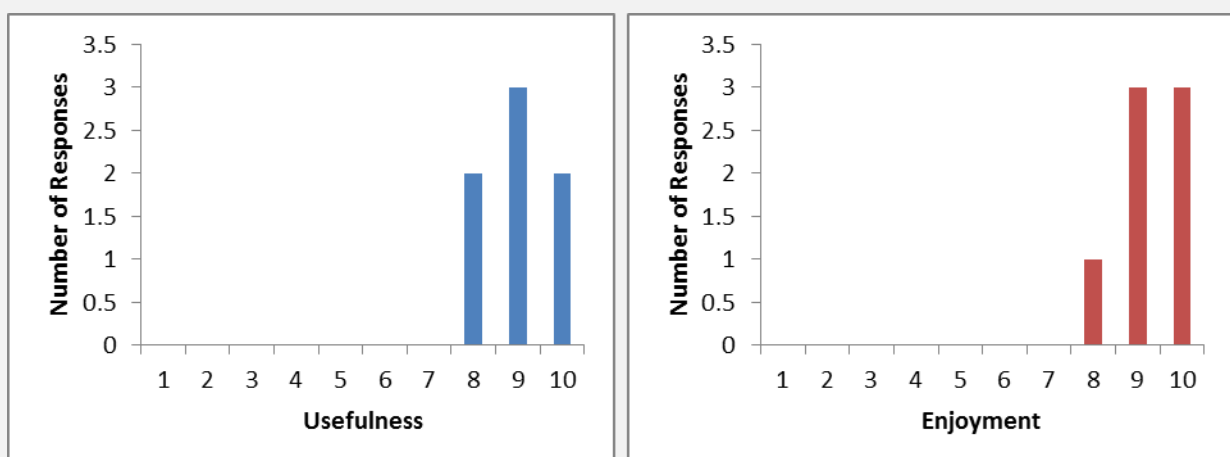


3.1.5. Day five

3.1.5.1. Session one: Leading learning, leading change.

The group felt that this session was particularly useful, and very enjoyable.

FIGURE 26: USEFULNESS AND ENJOYABILITY OF DAY 5, SESSION 1



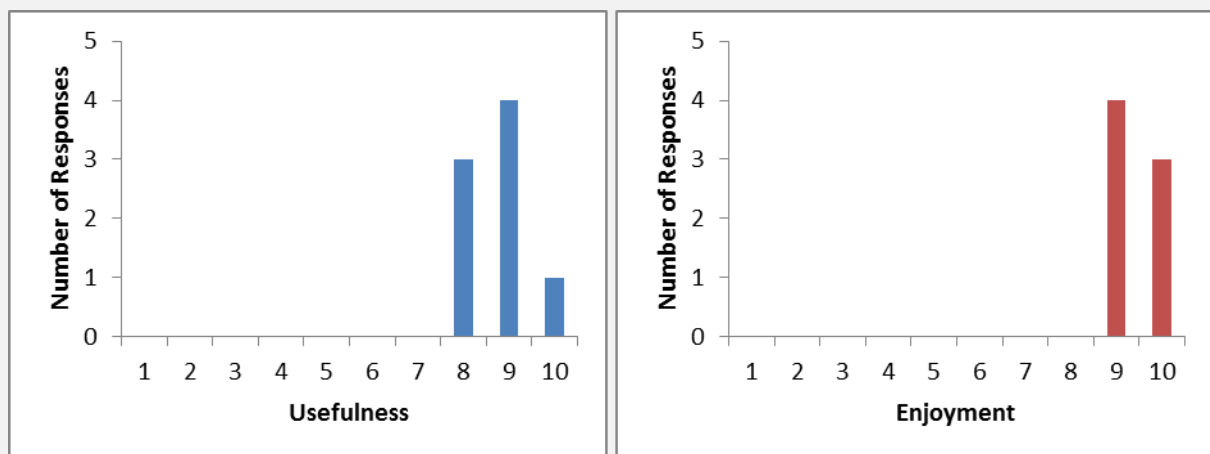
As is clear from consideration of Figure 26, all participants scored both usefulness and enjoyment eight or above out of ten.

3.1.5.2. Session two: Role of a learning leader

This session also appears to be well received; the participant ratings outstrip those for the first session on Day 5 which was, itself, among the most highly rated in the entire programme.

All participants scored the usefulness of the session at eight or more out of ten, and enjoyment at nine or more out of ten.

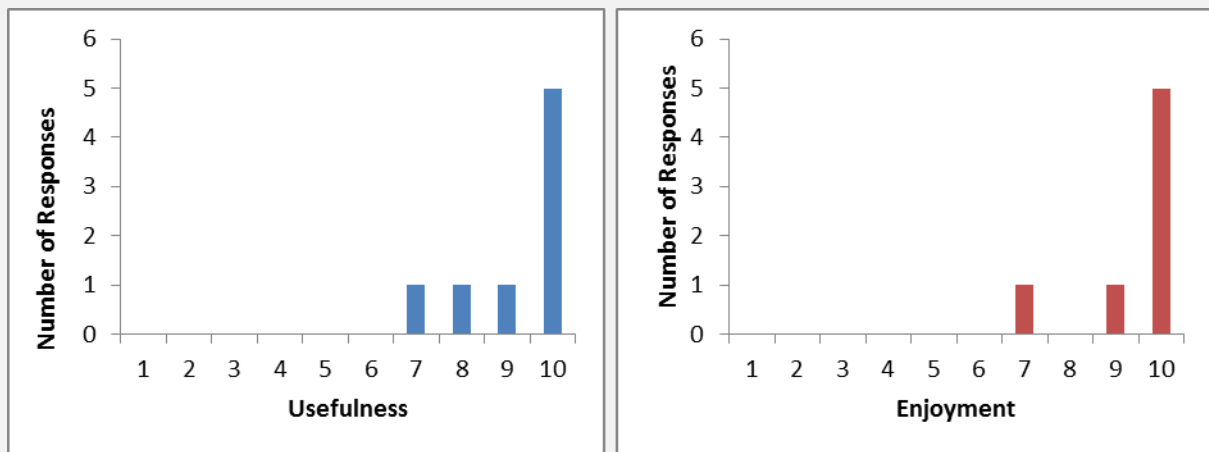
FIGURE 27: USEFULNESS AND ENJOYABILITY OF DAY 5, SESSION 2



3.1.5.3. Sessions three and four: Action Learning Sets

Scores for the day 5 Action Learning Sets were very strong, with well in excess of 50% of participants rating the sessions at full marks for both usefulness and enjoyment.

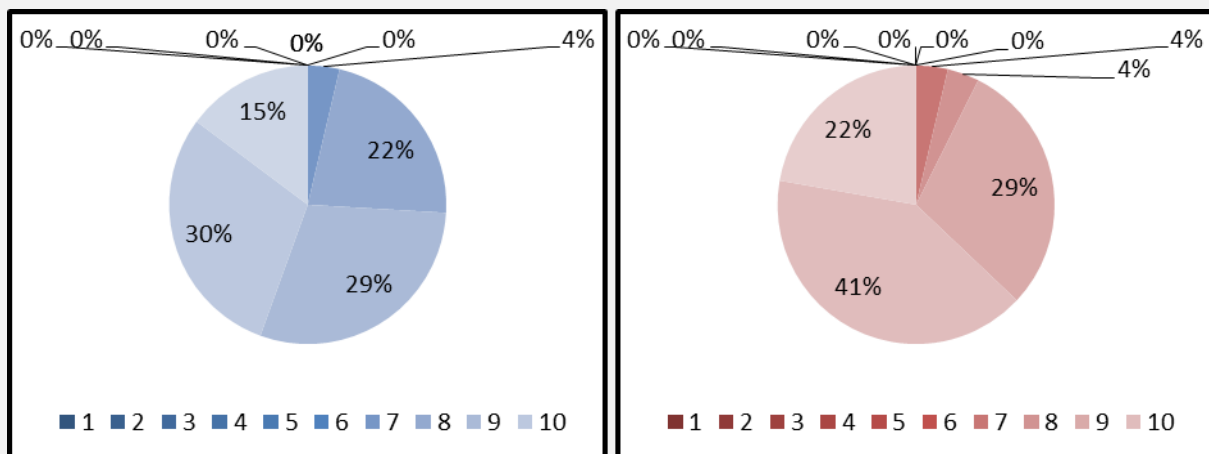
FIGURE 28: USEFULNESS AND ENJOYABILITY OF DAY 5, SESSIONS 3 AND 4



3.1.5.4. Overall “usefulness” and “enjoyment”

74% of the group scored the usefulness of day 5 at eight or above. However, a very high 92% of participants scored their enjoyment of the day at eight or above.

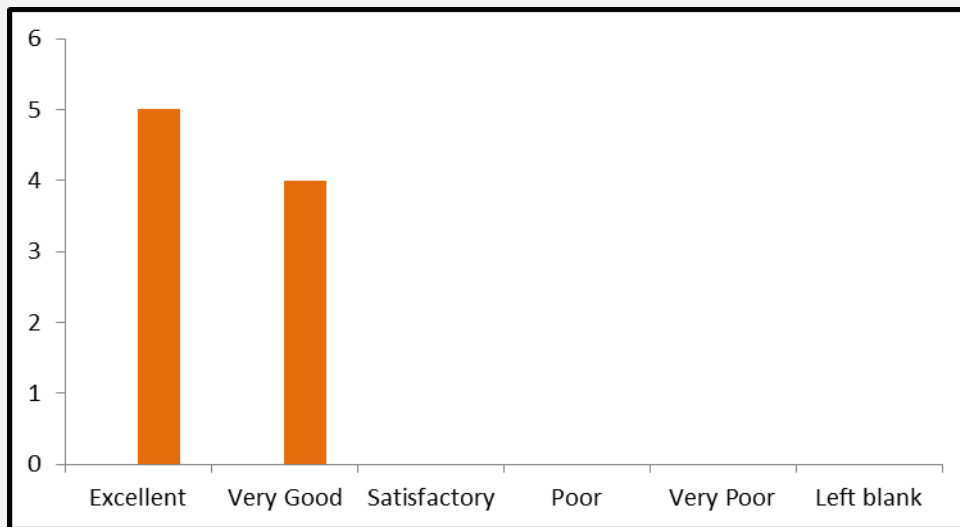
FIGURE 29: OVERALL USEFULNESS (BLUE) AND ENJOYABILITY (RED) OF DAY 5



3.1.5.5. Overall learning experience

Again, the overall learning experience was very highly rated by participants, with all scores at “very good” or “excellent.”

FIGURE 30: OVERALL LEARNING EXPERIENCE OF DAY 5



3.1.5.6. Environment

The ratings for the day 5 environment were, however, more distributed. A majority of participants scored the venue and refreshments as “very good,” and a smaller number as “excellent” and “satisfactory.”

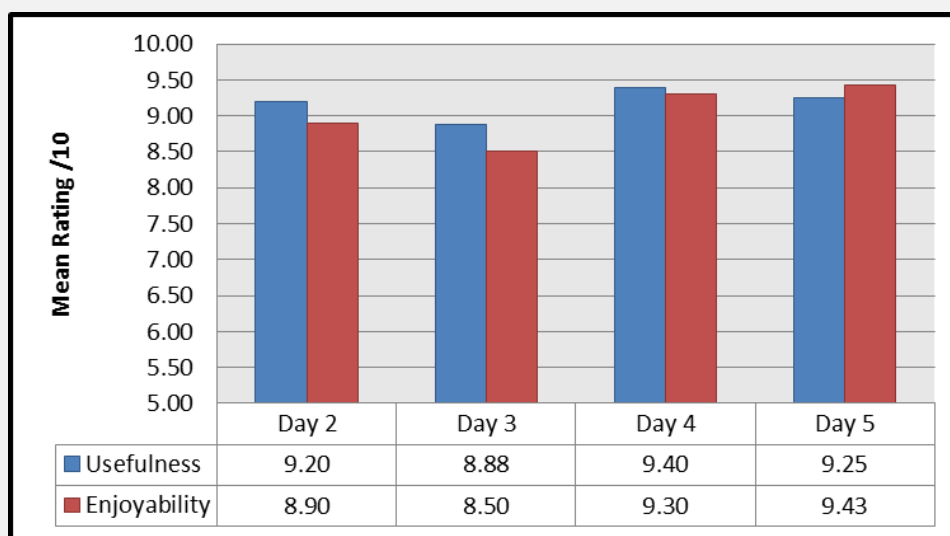
FIGURE 31: ENVIRONMENTAL RATINGS FOR DAY 5



3.2. Quantitative feedback (synthesis)

Action Learning Sets were a constant across days 2-5, and attracted consistently high participant ratings. Mean ratings for both usefulness and enjoyability did not drop below 8.5/10 for *any one* of these sessions (Figure 32).

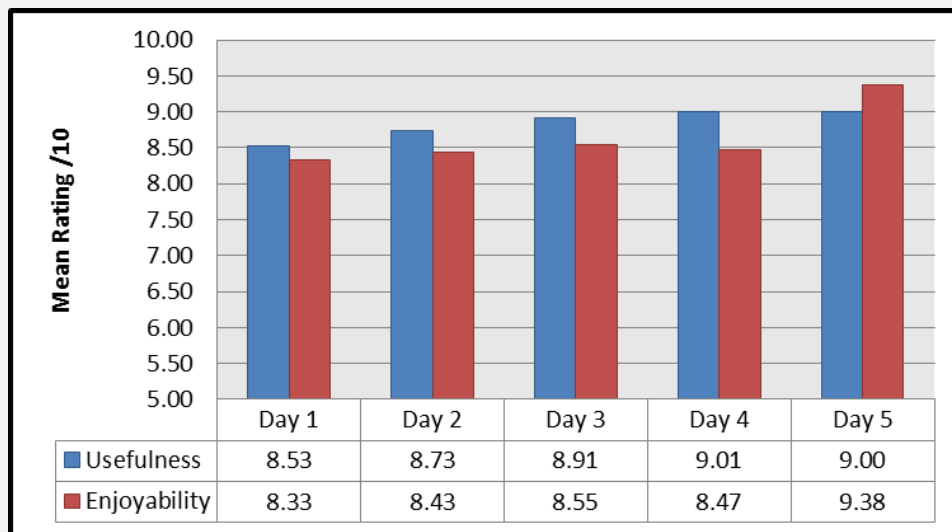
FIGURE 32: MEAN RATINGS FOR ACTION LEARNING SETS



Although the differences in scores from day-to-day are, relatively speaking, quite minimal, it is noteworthy that participants found sessions marginally more “useful” than “enjoyable” except on the final day, when both were rated at an average of 9.25 or above, with enjoyability scores slightly outstripping those of usefulness.

In terms of overall scores for the sessions each day (inclusive of those for the Action Learning Sets), average scores for usefulness did not drop below 8.5, and average scores for enjoyability did not drop below 8 (Figure 33). It is also of note that the usefulness scores show a steady upward trend day-to-day, levelling out over the last two. The enjoyability scores are rather more consistent across days 1-4, with a substantial jump on the 5th day.

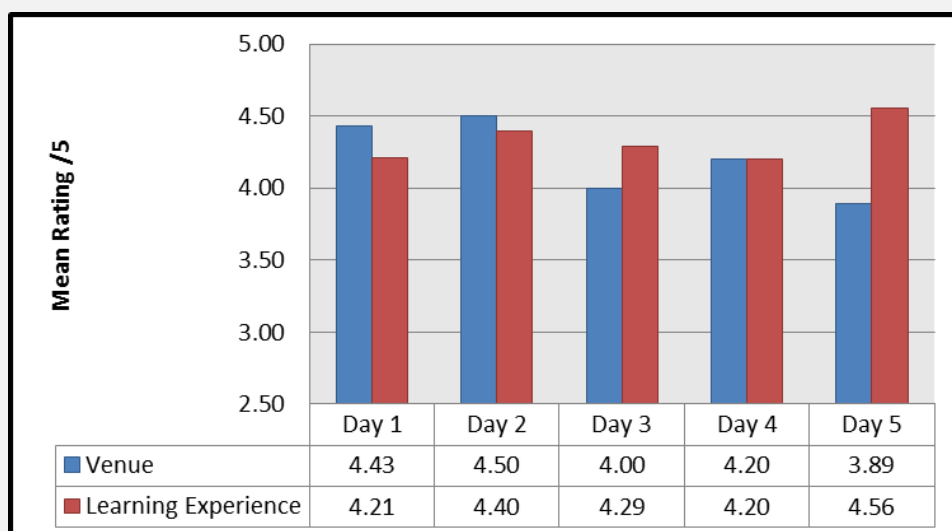
FIGURE 33: MEAN OVERALL USEFULNESS AND ENJOYABILITY RATINGS



By way of direct comparison of days 2-5, the overall mean scores are slightly lower than those of the Action Learning Sets alone, indicating that the latter were, on the whole, the most popular sessions.

Finally, the 1-5 scale scores allocated by participants for the overall learning experience and the environment (i.e. venue and refreshments) were also consistently impressive, with all scores between 4 (“Very Good”) and 5 (“Excellent”) for both elements and all days except the environment of day 5, which dropped very marginally below the “Very Good” threshold (Figure 34).

FIGURE 34: MEAN ENVIRONMENT AND LEARNING EXPERIENCE RATINGS



It is of note, however, that the lowest environment score is complemented by the highest learning experience score on the same day, indicating that although the venue/refreshments were not quite as well received as on previous days, this did little to dull the participants' enthusiasm for the materials themselves.

3.3. Qualitative feedback (summary)

The broad trends described above are illuminated significantly by the findings from the qualitative session feedback. Herein, analyses of feedback are presented in terms of three global themes consistent throughout the feedback: Structure and Delivery, Content and Materials and Personal Impacts.

It should be noted that graphical representations are schematisations of thematic occurrence and linkage, not quantification thereof. As such the charts below represent the range and depth of themes, rather than the frequencies with which they were raised. In all theme schematics, a bracketed [Dx] indicates the day(s) with reference to which the particular theme was raised.

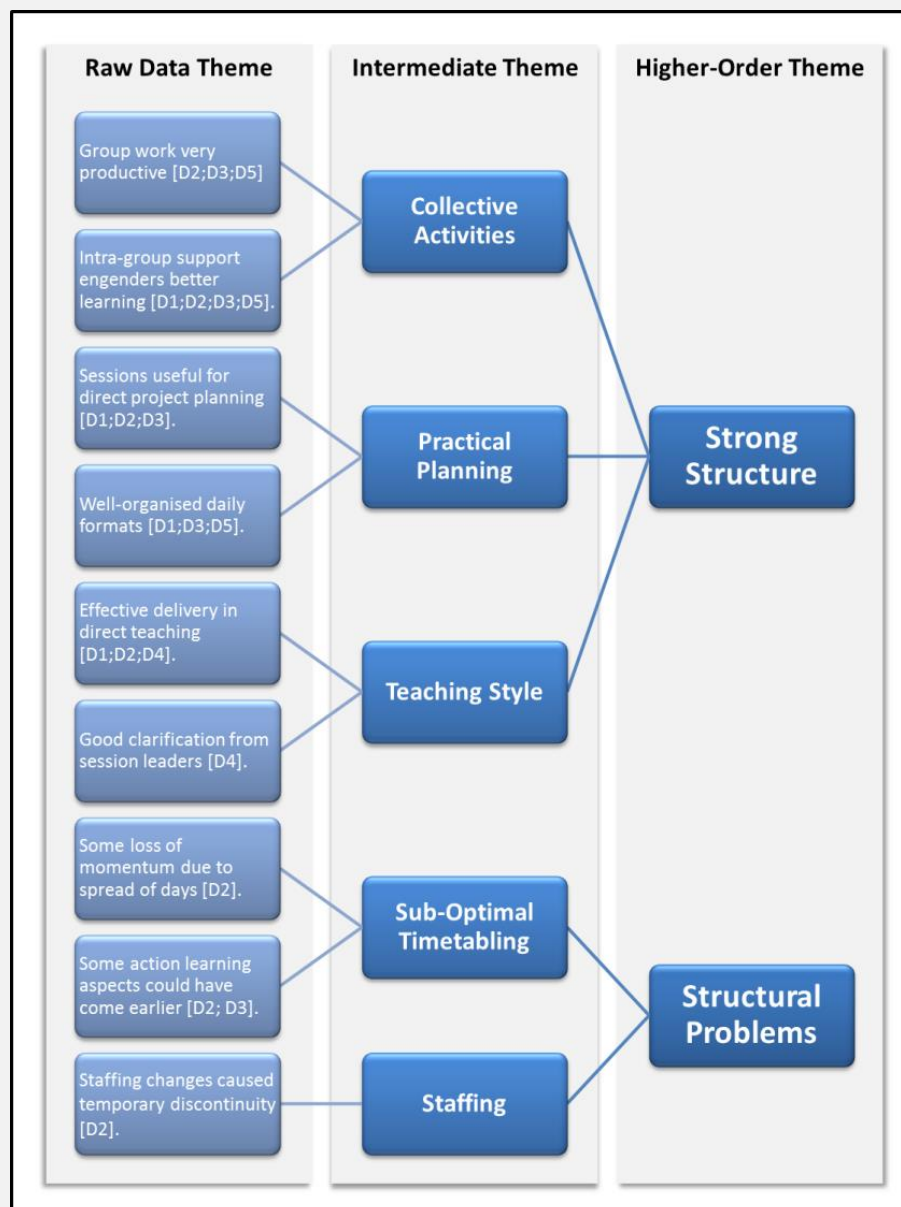
3.3.1. Structure and delivery

The first major theme to emerge from qualitative feedback related broadly to the structure and delivery of the sessions/programme, and is schematically outlined in Figure 35 (below).

It is evident that a much wider range of positive themes emerged than negative; it should be noted that the positive themes were also raised with substantially greater recurrence. The positives themselves related primarily to three key areas: *collective activities*, the *practical planning* (i.e. broad organisation) of the programme and the *teaching/facilitation style* used therein.

As regards the first of these, feedback was highly favourable with respect to the collective (i.e. group) activities within the programme, wherein discussion and the sharing of information and experiences were foremost.

FIGURE 35: STRUCTURE AND DELIVERY



Participants found such activities enlightening in terms of finding common ground with others, and also conducive to more effective learning. For example:

- “Small group work was very helpful.”
- “A really enthusiastic group with a good mix of experiences.”
- “Really enjoyed the experience of sharing by the group.”
- “Very useful though to move on as a group and really bond.”

In terms of the planning and organisation of the programme, participants noted that the taught elements and the requirements of the projects dovetailed very strongly. This was praised as an indicator of good planning and participant-focused structuring.

- “Very thought provoking and helped me think of my project differently.”
- “I can see which model would be useful for my project.”
- “[Day 1] will have an impact on the implementation of my programme/plan.”
- “[Day 3 was] extremely relevant to my project.”

It was also noted that each day of the programme was strongly internally consistent, to similar positive effect. With regard to the style in which sessions were led, meanwhile, participants were highly positive about both the style of direct teaching, and also the capacities of the session leaders to facilitate and clarify during interactive activities.

- “Approachable, witty and realistic, unlike a lot of academics!”
- “Tutors very knowledgeable/all themes well explained.”
- “Empathic and empowering.”

In terms of negative commentary in this domain, only a few matters were raised, and these related entirely to timetabling of some materials, and to staff changes. As regards the former, it was observed that some aspects of the programme (particularly in the action learning domain) might have been engaged with at an earlier stage. For example:

- “The tools [from Day 4] would have been useful on Days 1 or 2.”

Moreover, it was also felt by some that the distribution of the five days caused some loss of momentum, and a greater level of “condensing” of the programme would have helped focus things. Finally, staffing changes on the second day were raised as a temporary distraction but, given that

“Listening to the experiences of others in the set was very helpful.”

this issue did not recur in any feedback *after* the second day, it is fair to assert that no lasting negative impact was made.

3.3.2. Content and materials

The second major theme to emerge from the qualitative feedback related to the nature of the programmatic content and materials, as schematised in Figure 36. As with the structural matters raised, feedback in this domain was overwhelmingly affirmative in both range and recurrence of issues. Positive feedback regarding content fell under three core headings: *MBTI*, *theory-practice linkage* and *action learning sets*.

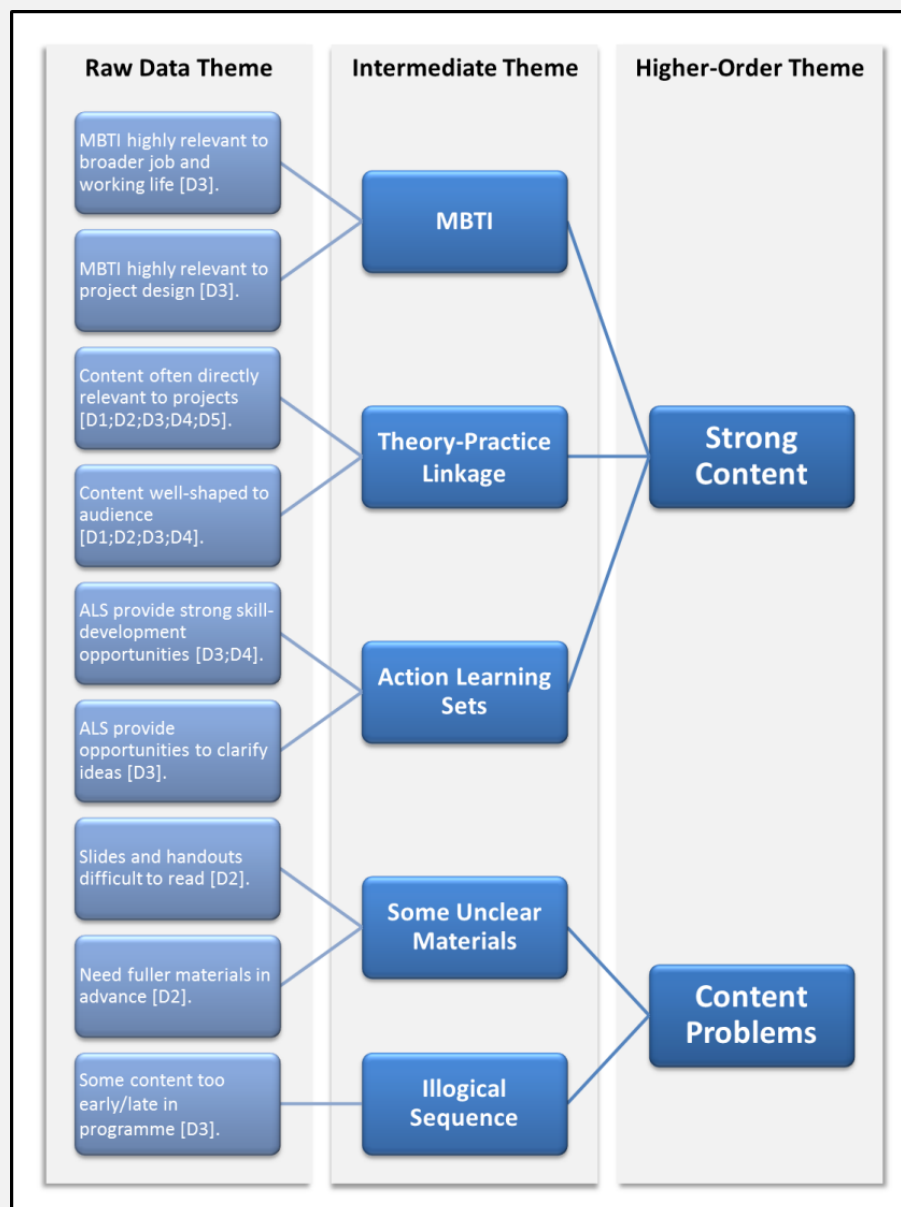
Of particular substantive import to participants was the use of the Myers-Briggs psychometric type indicator (see Bayne, 1997; Quenk, 2000) as a tool in assessment, plus a range of other devices and models for better understanding leadership roles and types. The MBTI itself was, however, singled out for particular positive attention in terms of its direct practical usefulness.

- “MBTI - very interesting and useful.”
- “Glad to see MBTI included in the programme.”
- “[The MBTI is] a very important topic!”

Linked closely to this theme is the overall practicality of the materials in the LLP. While participants were keen to indicate its relevance to their projects, they also pointed to its much broader professional application (especially the “Communities of Practice” session) both in terms of substance and level of “pitch.”

- “Really interesting and invaluable tools learned on how to become and innovator in practice.”
- “Communities of Practice session was very...useful. Has inspired a lot of ideas.”
- “Good experience, really good to do in practice.”

FIGURE 36: CONTENT AND MATERIALS



The action learning sets were similarly praised throughout the programme, in terms of (a) their capacity to facilitate specific (and practical) skill development and also (b) their role in the clarification of substantive topics. In short, they were seen as a hugely valuable learning tool.

- “Good to clarify systems and processes.”
- “[I] enjoy practicing the skills of presenting, questioning and facilitating.”
- “Listening to the experiences of others in the set was very helpful.”

Negatives were scarce, but related to (a) some of the teaching materials (i.e. slides) being a little unclear and/or hard to read on Day 1 and Day 2, and (b) echoing one of the structural concerns, that some materials from later in the course would have helped illuminate other topics and content if they had been taught earlier in the programme.

“Enjoyed learning about “real lives” of colleagues. In ten minutes you can get to know the inside of a person without all of the superficial nonsense we usually have to cut through over months!!”

3.3.3. Personal impacts

Perhaps the most striking of the themes to emerge from qualitative feedback related to the impacts of the sessions at the personal level.

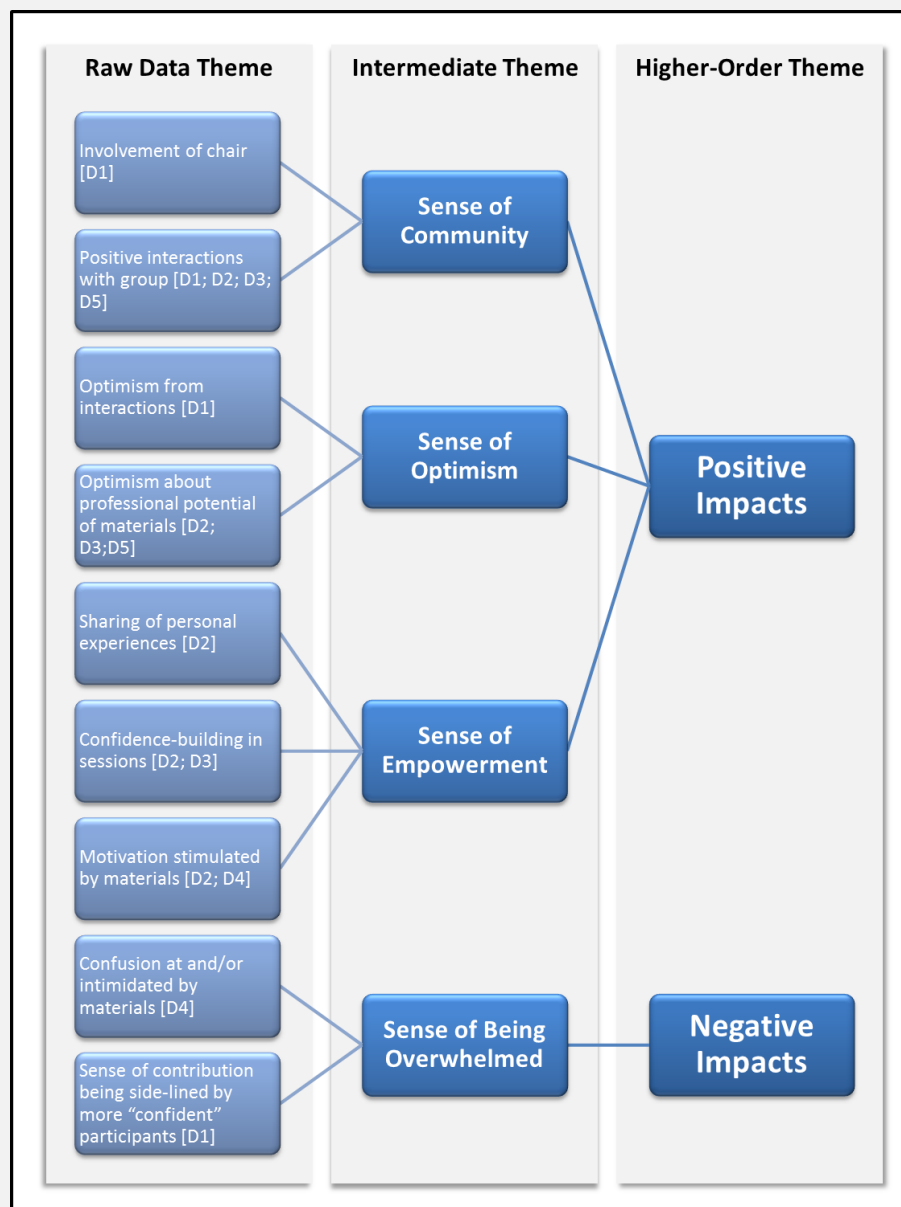
A few participants voiced the concern of feeling a little “overwhelmed” during the programme, on two levels. Firstly, there was a sense of being swamped by the quantity (though not the pitch) of the materials, particularly on Day 4. In other words, while the content was accessible and optimally tailored to its audience, there was a lot of it. Secondly, some participants occasionally felt a little overpowered by more “dominant” characters in group settings, especially when it came to sharing life stories. Given that no group will be perfectly balanced in terms of confidence/assertiveness, this is an inevitable upshot of the format, but not one that can be entirely overlooked despite its ubiquity.

The positive personal impacts, on the other hand, were more numerous, more strongly asserted and – unlike the negatives – framed as “lasting,” i.e. impacting not just at the level of the session/programme, but on wider personal and professional life. These impacts were felt in three key domains:

- A. Sense of community;
- B. Sense of optimism, and;
- C. Sense of empowerment.

The sub-dimensions of these themes are outlined in Figure 37.

FIGURE 37: PERSONAL IMPACTS



As regards the first, a substantial proportion of the participants voiced some pleasure at the manner in which the programme made them feel “connected” within their broader professional environment. A strong contributor to this was the presence of the trust chair on Day 1, which was seen as a supportive vote of confidence in both the programme and participant from the top level, and also an opportunity to “humanise” CPFT itself.

- “Useful to know support from top (Good role modelling).”

“Relaxed, informal environment and delivery of programme stimulated my interest and motivation.”

- “It was great that the chair came to support the day.”
- “Good to meet [the chair] and place a "name" to a "face".”

This kind of involvement, along with the regular group activities and opportunities to share experience, knowledge and life histories, was recurrently cited as having strong psychological impacts that would carry-through into real practice.

- “It made us feel that we are important and our experience/project has value for trust and will be supported in bringing out the change.”
- “Enjoyed learning about "real lives" of colleagues. In ten minutes you can get to know the inside of a person without all of the superficial nonsense we usually have to cut through over months!!”
- “Very emotional...made me stop and think about the personal experiences that have shaped my life and career. “
- “Wow! I didn't realise how powerful it would be...very useful though to move on as a group and really bond.”
- “Good bonding exercise. Also gave me a personal insight.”

The second broad mode of personal impact, meanwhile, related to an individual (and collective) optimism emerging from participation in the LLP, both about the LLP itself and the prospects for professional practice. This stemmed from the materials themselves, and their potential to change practice, and also to interactions with peers.

- “Brilliant learning experience many questions answered looking forward to next time.”
- “I'm feeling really positive and motivated about the learning leaders programme. I'm looking forward to the sessions to follow.”
- “It made us feel that we are important and our experience/project thoughts value for trust and will be supported in bringing out the change.”
- “Great - "Let the change come from within".”

Finally, and perhaps most striking of all, was the manner in which the LLP engendered a sense of personal empowerment in participants. This manifested as an output of the sharing of experience (noted above), the building of confidence and the motivational value of the content.

- “I found this very interesting and feel my confidence is growing.”
- “The tools and knowledge I've learned today will stay with me for life.”
- “Relaxed, informal environment and delivery of programme stimulated my interest and motivation.”
- “Came to session feeling quite tired but it re-motivated and invigorated me...”
- “Useful, relevant and empowering sessions.”
- “It's been...inspiring...It's been extremely validating!”

3.3.4. Miscellany

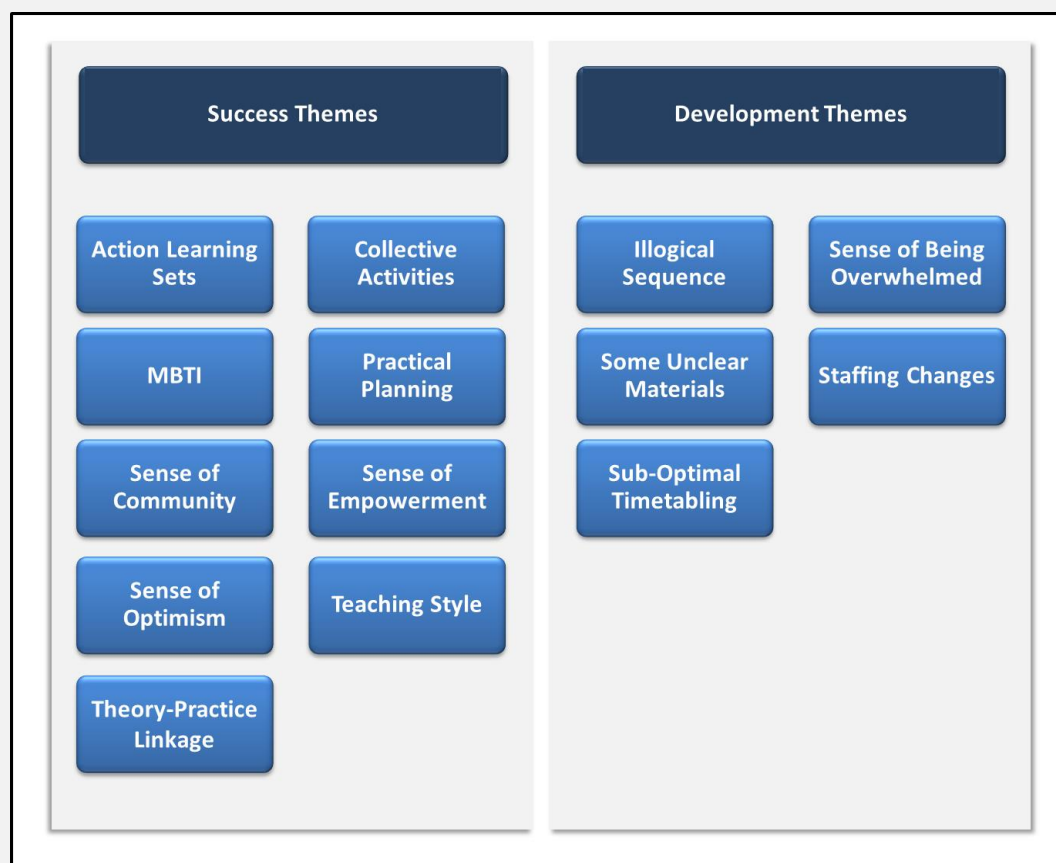
In addition to the major themes discussed above, there were a few miscellaneous comments made (mostly relating to functional matters) that, while of lesser overall import, bear mentioning for future reference. These were:

- Uncomfortable chairs, especially given the duration of sessions (Day 2 and Day 5).
- Lack of fruit or fruit juice (Day 3).
- Room “too hot and stuffy” (Day 5).

3.4. Qualitative feedback (synthesis)

Given the analysis above, it is possible to summarise the range (though this does not indicate frequency) of qualitative issues raised (Figure 38).

FIGURE 38: QUALITATIVE SYNTHESIS



As previously noted, the success themes were raised in far greater occurrence across the data corpus than any of the development themes and, moreover, the development themes were framed as of localised impact, whereas the success themes were discussed in terms of broad-reaching professional and personal impacts.

3.5. Overall summary of evaluation feedback

Exploring this full corpus of feedback data, it is possible to assert the following set of principles:

- All sessions across the LLP were received exceptionally well, with mean daily quantitative scores for both usefulness and enjoyment never dropping below eight out of ten.
- There was minimal divergence between usefulness and enjoyability scores for any given day, indicating that sessions were optimally balanced between theoretical and practical materials.

- The mean scores for the action learning sets were marginally higher than the mean overall scores for each day, indicating that these were the participants' favoured elements of the programme.
- Mean ratings for both physical environment and learning environment were consistently high, with all sessions receiving average participant scores over four out of five, with only one exception.
- This exception was for the venue/refreshments on Day 5, where the mean rating dipped to 3.89 out of five. It is of note, however, that this score was complemented by the highest mean learning experience score on the same day (a very high 4.56 out of five), indicating that although the physical environment was not quite as well received as on previous days, this did little to dull the participants' enthusiasm for the materials themselves.
- Qualitative feedback was similarly affirmative, with success themes outstripping developmental themes in range, frequency and impact-framing.
- The structure of the programme was complimented extensively in terms of the collective activities embedded therein, the practical planning and organisation of the individual days and the overall programme, and teaching and facilitative styles of session leaders.
- Some concerns were raised relating to the degree to which the days of the programme were "spread out" and some participants felt that a few materials from later in the programme would have been helpful at an earlier stage.
- The content of the LLP was also highly praised, with the inclusion of the Myers-Briggs psychometric type indicator, the broad practical applications of the programme at large (especially the "Communities of Practice" session), and the action learning sets being singled out as exceptionally valuable.
- Some participants found slides difficult to read early in the programme, and some would have found pre-session access to the written materials constructive.
- The most striking aspect of the qualitative feedback related to the impacts of the LLP at the personal level.
- A small number of participants felt a little overwhelmed by the range of the materials (though not the level), and by group work with more explicitly assertive peers.
- All participants highlighted that the LLP had given them a strong sense of community and "connectedness," both within the group but also regarding CPFT itself; the presence of the chair on the first day was cited as particularly valuable in this respect.

- Participants also cited their increased optimism, both about the LLP itself, but more importantly about their professional roles and collective leadership prospects in the light of the LLP. This was taken to stem both from the practicality of the taught materials, and also from the sharing of histories and experiences with peers.
- Finally, and most explicitly, participants found the programme *empowering*. Motivation and confidence were cited as direct outputs of interactive work within the LLP, the nature of the taught materials and the discovery that their more difficult experiences were also shared by others.

4. Findings II: Participant Interviews

"It's given me insight into my own behaviour and into my own reactions and into my own beliefs and into my own values."

As noted in section 2, interviews with participants in the Learning Leaders programme were conducted in two tranches. The first took place at an early stage, around a third of the way into the programme. The second took place three months after the end of the programme, providing the participants with ample time to reflect upon the impacts of the training and their change projects. Thematic analyses of the two tranches are presented in sections 4.1 and 4.2; these findings are then summarised in section 4.3¹.

4.1. Tranche 1 findings

The first tranche of interviews (**N=7** participants) yielded three impact-oriented global themes: (a) project structures, (b) project impact mechanics, and (c) training impacts. It is of note that, in general, the participants taking part in this tranche voiced optimism and enthusiasm for Learning Leaders at that early stage. For example:

T1P3: *"[I]t's given me insight into my own behaviour and into my own reactions and into my own beliefs and into my own values."*

T1P6: *"[G]enerally it's been brilliant, I've been singing its praises. I'd just like there to be more!"*

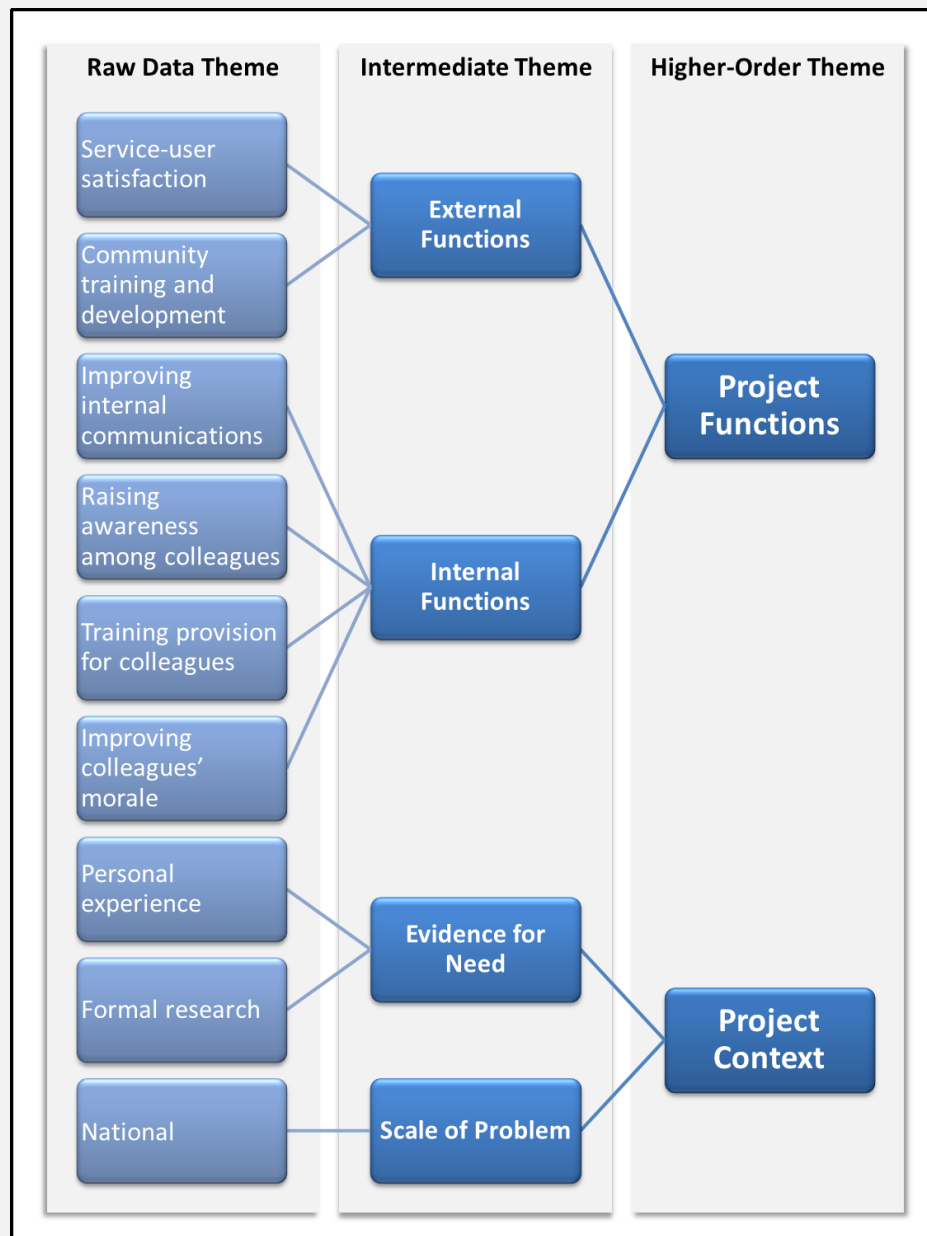
4.1.1. Tranche 1, theme 1: Project structures

In terms of the first of the core themes, meanwhile, and as evident in Figure 39 (below), participants outlined a range of issues pertaining to the functions that their projects were anticipated to perform

¹ Recall also that the specific minutiae of any individual participant's project are not detailed wherever possible, such that participant anonymity can be properly protected.

within the Trust, and the contexts of their projects' conceptualisation (i.e. the problems to be solved and the evidence for intervention).

FIGURE 39: TRANCHE 1 PROJECT STRUCTURES



As regards the former, the outward-looking goal of service user satisfaction was high on the agenda for several of the participants, There was, however, a greater range of what we might term

“internal” aspirations, i.e. to improve working practices, knowledge and awareness among colleagues, as well as improving communications and morale within teams and the Trust on the broader scale.

“[G]enerally it’s been brilliant, I’ve been singing its praises. I’d just like there to be more!”

While some formal research was identified, the most commonly utilised evidence for the project’s necessity was negative personal experience. In all cases, participants highlighted that the issue which they were tackling within the project had been a “bugbear” of theirs for some time. For example, in a project related to the improvement of communication and more effective use of media:

***T1P4:** “[W]hat really bugged me [was] the amount of time that we wasted as professionals in ‘argy-bargy’...e-mails flinging backwards and forwards and poor communication; I think we wasted a lot of time.”*

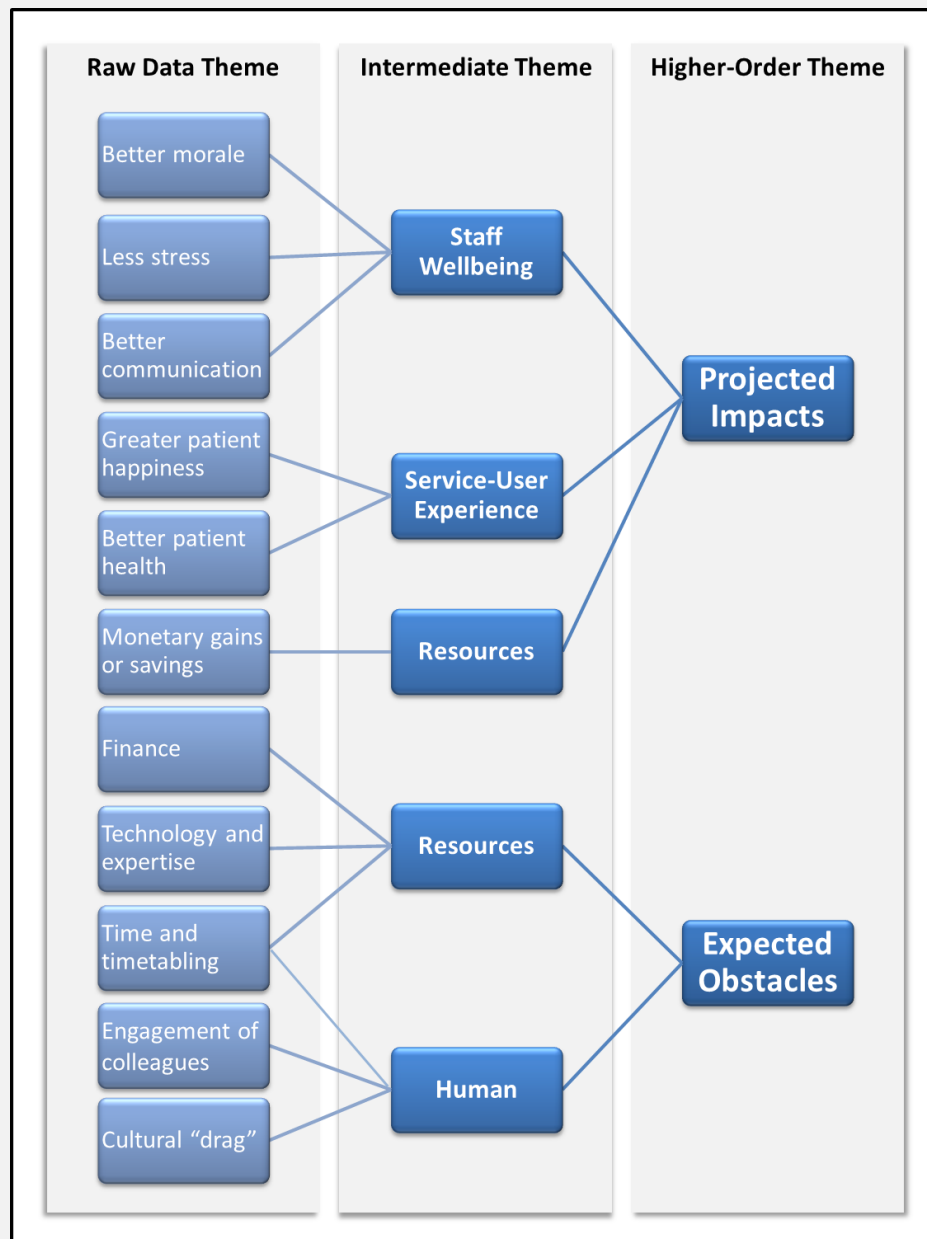
In this particular interview, **T1P4** further alluded to a matter that was common among participants - that the issue being addressed within the project was a much broader problem (i.e. an NHS issue, a public sector issue or a more general national issue) with a troublesome local manifestation. No participant suggested that the problem their project addressed was unique to CPFT (or Cumbria) itself. Moreover, several participants actually referred specifically to research they had done for the project to evidence this greater distribution. **T1P3**, with respect to youth unemployment and community wellbeing, noted:

***T1P3:** “[There are] lots of facts and figures out there, a lot of research... and I’ve spoken a lot with external organisations as well as our training department at what the trust is doing to help tackle the social environmental impact.”*

4.1.2. Tranche 1, theme 2: Project impact mechanics

Participants discussed project impact mechanisms at length, both impacts and obstacles, though chiefly as projections and expectations (given the early stage of the interviews). In Figure 40, it is visible how projected impacts manifested in two major domains.

FIGURE 40: TRANCHE 1 PROJECT IMPACT MECHANICS



The first of these domains related to the specific impacts to be made, which grouped chiefly into impacts upon the wellbeing of staff, impacts upon service-user experience and resource-gains. As regards staff wellbeing, the building of knowledge and morale and the reduction of stress were commonly anticipated impacts, as evidenced below:

T1P3: “...past experience has shown that if other people look and think “if they can do it, we can do it too” and start looking what sort of training is available out there, it does

help morale and if there's more staff on board then things like stress would hopefully reduce and things like that.

T1P5: *"[I]f we will find that there is some sort of gaps with training or knowledge with our staff we could establish some sort of training sessions."*

"...it just sort of boosts morale but also things like for the trust it'll reduce recruitment costs and the advertisement costs of posts being left empty."

Putting colleagues more at their general ease with systems, both within teams and across the Trust, was another anticipated impact, largely expected to be facilitated by the provision of training for staff and forums (physical and virtual) for enhanced interactions between them.

T1P2: *"A better process within the organisation, also better personal development and guidelines for people to follow."*

Some participants actively flagged measurable impacts for patient care, either through specific advances, or reductions in deficits, or both:

T1P1: *"Reducing staff complacency and delivery quality care, encouraging work...a culture where bad practice is highlighted and change [causing] improvement in client experience..."*

T1P6: *"...at the end of it all, the [difficult] patient, it's hoped would feel more confident to access physical health services. And their physical health will improve."*

T1P7: *"I'm hoping it's going to impact on how we manage the symptoms of people."*

More quantitatively, meanwhile, some argued that there would be demonstrable (though often secondary) financial benefits:

T1P1: *"[I]f we don't get patients making complaints...then that will have a financial impact."*

T1P3: *"...it just sort of boosts morale but also things like for the trust it'll reduce recruitment costs and the advertisement costs of posts being left empty."*

T1P5: *"[H]ospital admissions are quite expensive...we could reduce that number of admissions by providing the training, relevant training, to all our staff."*

The second higher-order theme common to the participants' accounts was that of "expectable" obstacles to the success/impact of the project. As evident, there were two aspects to the obstacles participants fully expected to encounter; resources and people. Among resources that might be lacking, technical knowledge was seen as particularly important in the case of a project relating to digital communication:

T1P2: *"[B]ecause people have learnt informally how to use these platforms they may not have understood fully how they work and the pros and cons of using them. So, digital naivety [may be an obstacle] because people aren't native to digital technology, so people's technical understanding may be very wide ranged and different...that would be another barrier to people using it effectively."*

Perhaps foremost among resource concerns however, and perhaps inevitably, was *time*, which was cited as a potential obstacle in some sense by all participants. For example:

T1P7: *"The obstacles will be time constraints and I guess in realistic terms we have to have that time allocated to everybody who wants to engage in the learning set."*

Time was not, however, only viewed as a resource problem by participants, but as an obstacle inherently connected to the more human matter of engagement. As T1P1 articulated, engagement problems themselves more often than not stem not from lack of will, but lack of time.

T1P1: *"Obviously staff engagement would be one, not necessarily because staff don't want to participate but because of the time really. A lot of learning at the minute appears to be E-Learning which if you're sort of office based and don't have a constant interruption probably might not be a problem but if you're Ward-based then it is an issue as you are looking at getting interrupted quite a few times."*

None of the participants Learning Leaders at this stage of the programme did, in fact, suspect that a lack of engagement borne of lack of enthusiasm might prove an obstacle; even where it might, there was faith displayed that this would be overcome quickly when the value of the project became apparent:

T1P6: *“Staff engagement will come freely, once we actually do realise the benefits of [the intervention] to their working day.”*

“[I]t’s always difficult isn’t it, trying to change patterns and trying to change the way that people interact?”

Somewhat inevitably, some (though not all) of the participants were conscious of a lack of spare money in the contemporary system, and were concerned that this might cause delays, or necessitate modifications that themselves would cause delays. Others, however, drew attention to the low-cost (or no-cost) status of their projects. Somewhat more subtly, however, the last of the major obstacles highlighted was telling in terms of the broader social environment of the NHS itself. While participants were very affirmative about the likelihood of individuals helping and engaging, they were a little less optimistic about *collective* movement. This we might term “cultural drag,” which is largely borne not of active resistance to change, but more of passive contentment with the status quo or a general lack of imagination when it comes to change itself. In the interviews, this came through in two clear ways. The first of these related to entrenched ways of interacting and working together:

T1P4: *“[I]t’s always difficult isn’t it, trying to change patterns and trying to change the way that people interact?”*

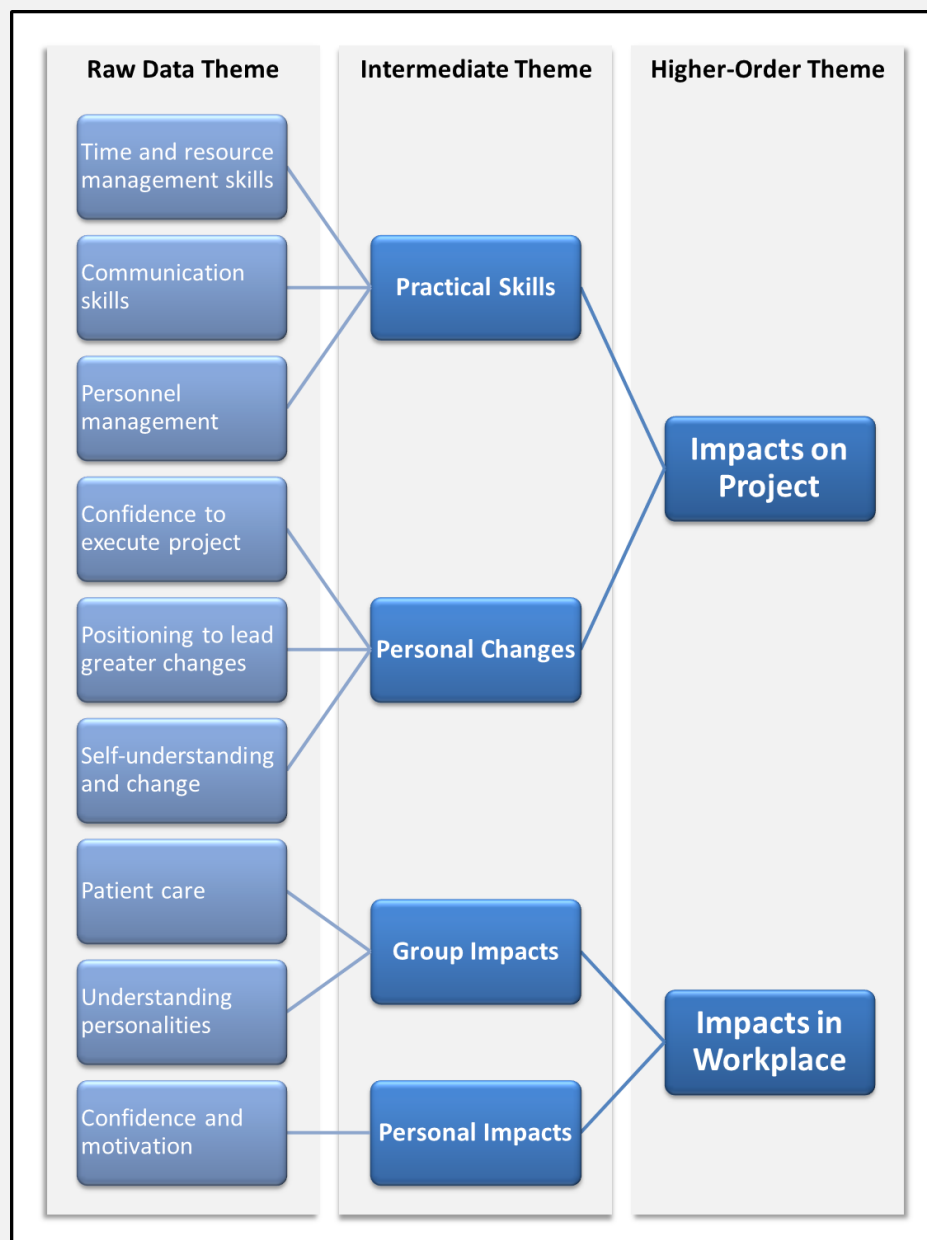
The second related to identity, similarly entrenched ways of seeing people - and who/what they are - in relation to the task(s) being executed:

T1P6: *“[A]lthough I’m very experienced in mental health issues, I am seen amongst the wider trust as a service user, even though I’m employed by the trust...as such, there’s a slight negative view point because of that overlap. That’s my biggest obstacle.”*

4.1.3. Tranche 1, theme 3: Training impacts

The final global theme to emerge from the Tranche 1 interviews relates to the impacts of the LLP training, both upon project-related performance and everyday workplace practice. As evidenced in Figure 41, the LLP sessions to-date were taken to have impacted (or expected to impact) upon the execution of key tasks within the projects on two levels.

FIGURE 41: TRANCHE 1 TRAINING IMPACTS



The first was an issue of standard skill-acquisition and project management; i.e. the participants had put into effect their training regarding time, people and resource management, and practical communication/facilitation.

T1P2: “[P]roject management. I probably wouldn’t have done such an in depth look at things, in terms of planning-out the project and doing an assessment of it in a way I’ve been shown...”

T1P7: *“Well if I can facilitate the learning sets then that can grow and grow, and I can take that with me to whatever workplace I’m at, and also I can take it with me and develop other programmes as well, not just this one that I’m doing...”*

“[I]n the future I’ll have the confidence to be able to do learning sets as a regular thing within the workforce and I think it’s so important...”

Participants also argued that their basic attitudes and knowledge had been changed, which in turn had helped with project execution. The training had instilled confidence, optimism and motivation for the projects, which were seen as their own rewards, but also catalysts for effective planning and performance.

T1P4: *“I don’t think I’d have embarked on a project like this without the support of the Learning Leader Group, I wouldn’t have had the knowledge that I’ve gained from the learning leader group and I wouldn’t have the confidence that it’s given me.”*

T1P7: *“[I]n the future I’ll have the confidence to be able to do learning sets as a regular thing within the workforce and I think it’s so important...”*

T1P5 was clear that the skills learned during Learning Leaders would help develop the project in such a way as to provide a stronger footing on which to effect change in the future:

T1P5: *“I believe that someone will notice my approach it to do something to the NHS, after my project I think will someone will notice that I can be useful and something more beneficial for the Trust.”*

Most participants, however, cited the key impact at this level as being a stronger capacity to self-evaluate, understand one’s own personality relative to those of others, and effect personal change where necessary such that the project can move more effectively.

T1P1: *“I’m aware of my personality type and how I like to work and obviously how I need to change certain aspects of myself if I’m planning on delivering training of any sort.”*

In terms of more general workplace impacts, meanwhile, improvements in patient care were flagged as key aspirational impacts once again. For example:

T1P6: “[T]his might sound a bit cheesy, but I would hope that the main benefit of this wouldn’t be me, but it would be the patient’s outcome and they would benefit from this experience – but if further opportunities came up from it then that would brilliant but that wasn’t the main reason for doing it.”

Better self-evaluative skills, and understandings of the personalities of others, were also seen as core to stronger collective workplace performance, and the key to effectively influencing others:

T1P2: “[T]he Myers Briggs...helps my understanding of myself and our team and other people within the trust.”

T1P4: “[I]t’s given me insight into my own behaviour and into my own reactions and into my own beliefs and into my own values.”

Finally, confidence and motivation in the workplace were once again cited as direct impacts of the training, largely as an output of the community spirit of the Learning Leaders programme itself, and the sense of sharing skills and problems with others in a similar position.

4.2. Tranche 2 findings

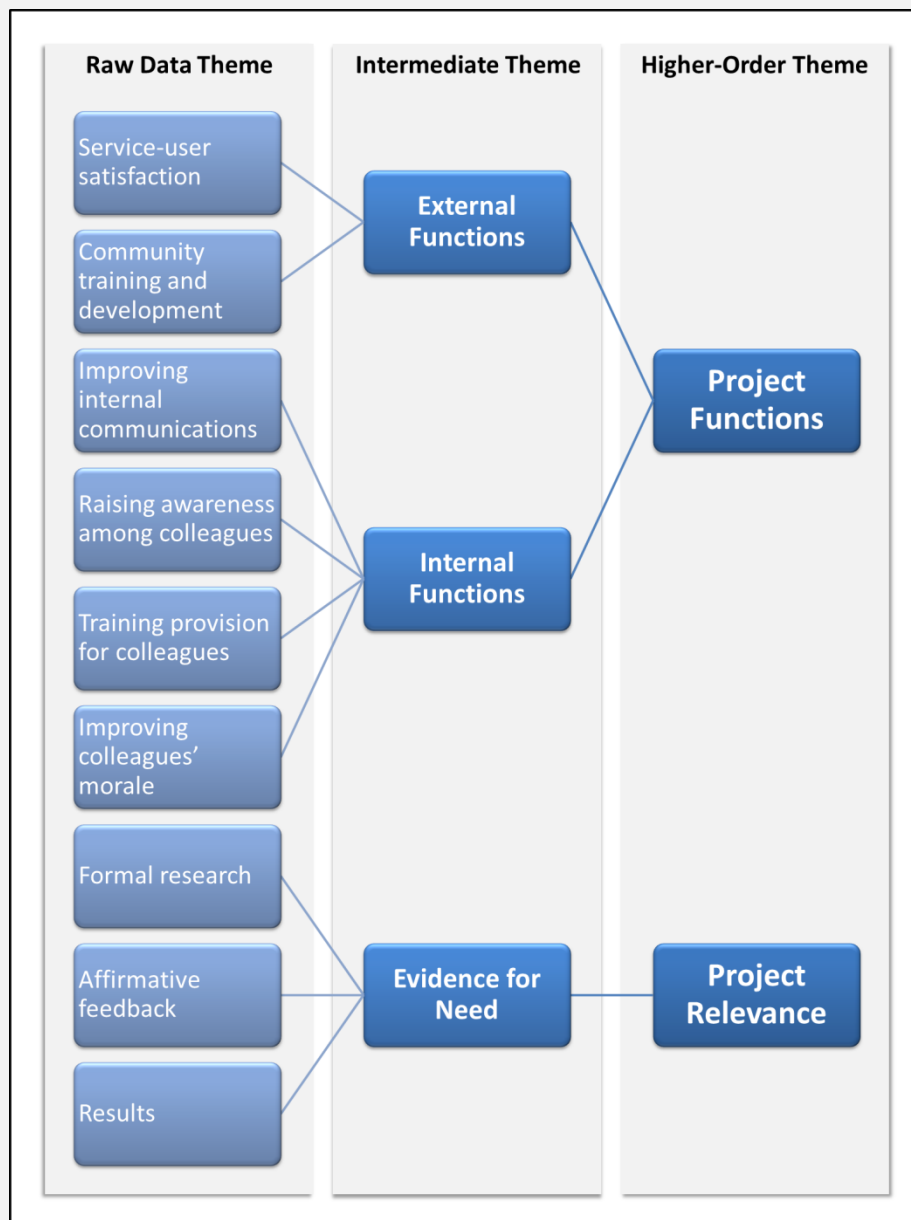
The second tranche of interviews (**N=5** participants) expectedly yielded the same core range of impact-oriented global themes as Tranche 1, due to the use of interview schedules designed to generate cross-tranche comparability. (a) project structures, (b) project impact mechanics and (c) training impacts.

Recall that the participants in Tranche 2 are not the exact same sample as those who took part in tranche 1 and, thus, **T1P1** is not necessarily the same participant as **T2P1**. This randomisation is instrumental in the protection of participant identity and, since the analysis is thematic rather than narrative, longitudinally-consistent individual case studies are not necessary to effectively elucidate the important issues arising (Silverman, 2010).

4.2.1. Tranche 2, theme 1: Project structures

The internal dimensions of this theme are displayed in Figure 42 (below).

FIGURE 42: TRANCHE 2 PROJECT STRUCTURES



It is evident herein that the exact same range of broad project goals arise from the Tranche 2 interviews as did in those from Tranche 1. This is, however, not a case of projects simply conforming

to their original blueprints. In some cases, projects had maintained their manifest goals in principle, but evolved substantially in structure during their execution. For example:

T2P1: *"[There were] various different restrictions with IT and information governance in getting the project going, so I changed my project to a research project where I looked at different services around the Trust, and individuals...as a case study that could support further development in future. So I presented that at the meeting and since then I've met up with [name of a clinical lead] and we have developed a booklet advising staff [on the issues]."*

In terms of the relevance of the projects, all participants were of the conviction that their work was as relevant in the later stages as it had been at the outset, and in most cases it was argued that the execution of the project itself had demonstrated an even greater degree of relevance by this point. This was evidenced in three key ways. Firstly, formal research as *part* of the project was cited as essential:

T2P1: *"Yes, definitely. It has definitely provided more research and background that I can use to support projects further down the line."*

T2P4: *"This year a survey was conducted...evaluating [issue-specific] awareness within staff; I've collected the questionnaires and collated the answers and...I definitely feel I chose the right project."*

Secondly, participants cited affirmative feedback from peers, managers and service users as evidence of the sustained relevance of the work:

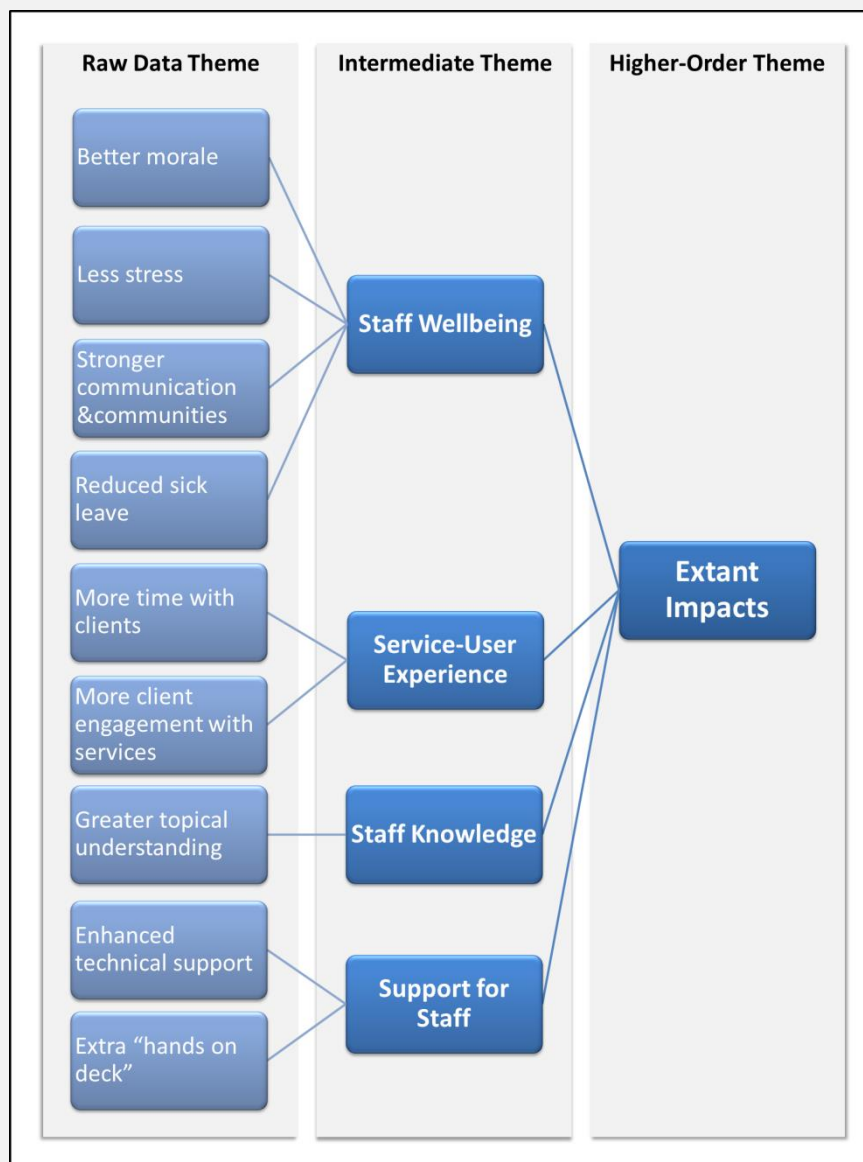
T2P1: *"[T]he nurse lead for Research has said that even within the first week they have been getting a lot more interest and enquiries in the service than they'd had before, it had given them better networking...."*

Finally, it was argued that incontrovertible results had been forthcoming (which are addressed in detail under the next global theme).

4.2.2. Tranche 2, theme 2: Project impact mechanics

Although impacts, obstacles to impact and solutions to obstacles are all effectively part of the same discussion, the nature of the Tranche 2 interviews (i.e. they are based on experience rather than the expectations that drove Tranche 1) raised a significantly greater number of issues and thus, herein, impacts and obstacles/solutions are addressed as separate higher-order themes within the broader global theme. Impact-related themes are dimensionalised in Figure 43.

FIGURE 43: TRANCHE 2 PROJECT IMPACTS



"[S]taff have reported that they feel a lot better and...morale is up and stress levels are down."

Participants notably cited a wider range of definitive impacts than had been conceptualised earlier in the programme. Among these, benefits for staff wellbeing was the most differentiated and most often addressed of the intermediate themes. Projects were seen as having impacted upon team morale, sometimes with direct corollary impacts on stress reduction:

T2P2: *"[S]taff have reported that they feel a lot better and...morale is up and stress levels are down."*

Reductions in stress, and generally improved workplace harmony as an output of the change projects, further manifested in economic as well as social capital, with measurable reductions in sick leave:

T2P3: *"[I]f I take April 2012, and then the stop point was February 2013, the sick leave had gone from say 20 days per month for the team to 4 days per month for the team."*

The primary mechanism through which internal team harmony was bolstered was, broadly speaking, improved communication. New pathways and mechanisms for the exchange of honest and accurate information were being formed to supplant old systems that produced mixed-messages and confusion. As a consequence, new and more stable working communities were reported to be evolving, using *"...more discussion areas to engage in communicative practice."* (**T2P1**). These discussion areas were virtual as well as the more conventional physical spaces for community-building:

T2P2: *"I've set up regular meetings with staff to encourage communication and help them feel more positive about change, so that helped."*

One of the key upshots of lowered sick leave (itself an output of stronger staffing community, and lowered stress, as reported by **T2P3** above) was improved service quality. The enhanced presence of staff led, somewhat logically, to increased face-time with service users (also reported by T2P5):

T2P3: *“The impact of that was that our face-to-face contacts had doubled and I can’t remember the figures off the top of my head, but we was seeing more clients, double the rate of clients, spending more time with clients in that same period, in that 9 months so the impact on the team was phenomenal, and that has been maintained...”*

T2P5: *“The workplace will change for clinical staff to engage in more clinical work, it should hopefully free up more time for staff.”*

Clearer and more effective communication was also seen as instrumental in boosting service-user engagement with pertinent services themselves, and also in raising awareness of key issues among staff.

Finally, LLP change projects were reported to have impacted directly at the level of staff workplace/workload support. This support manifested both in the provision of technical guidance and advice to help ease concerns about such systems, and in the direct recruitment of apprentices to lighten workload within the team environment.

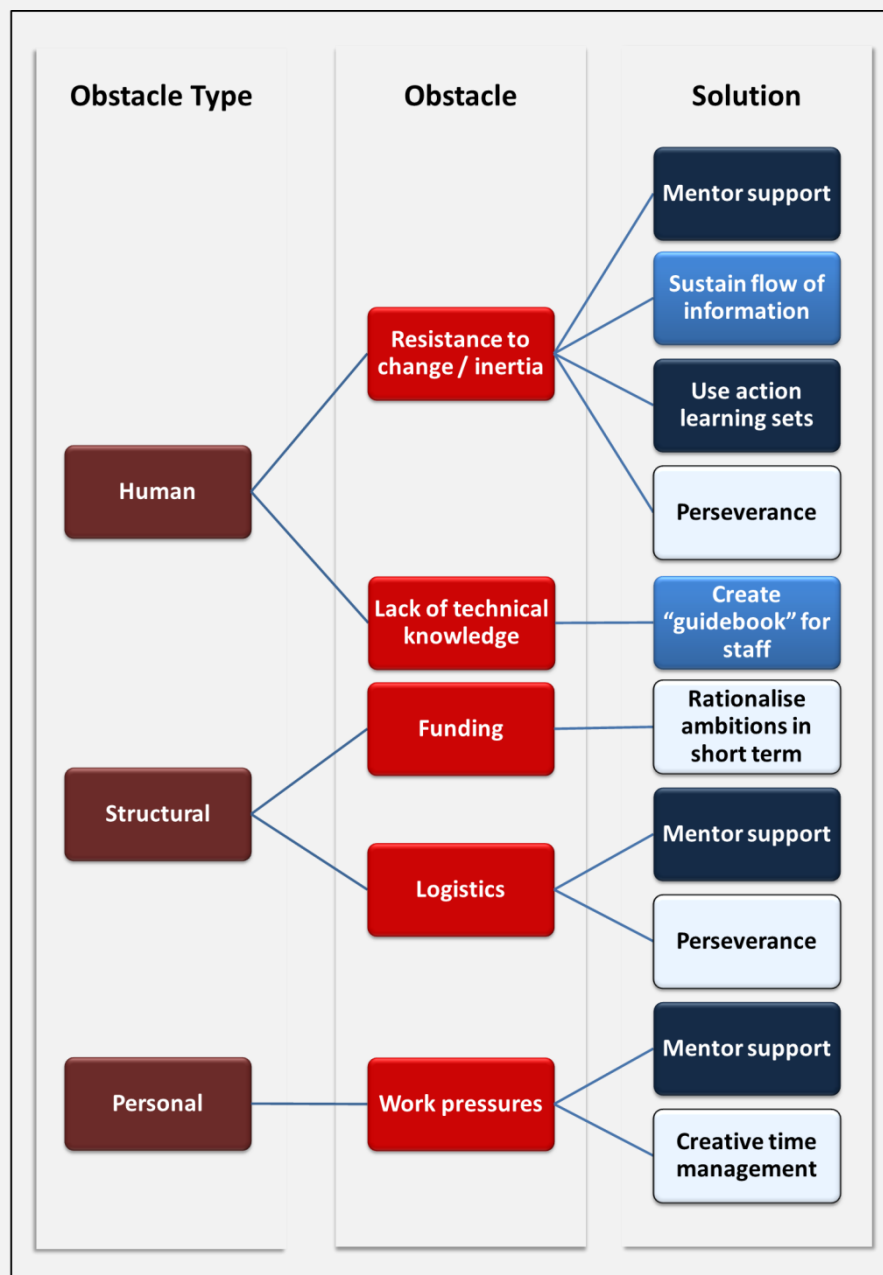
In terms of the obstacles to impact-making that LLP participants encountered, and the strategies that were employed to surmount them, analysis reveals a much wider array of roadblocks (and innovations) than participants originally predicted in the Tranche 1 interviews. As Figure 44 (below) indicates, obstacles manifested in three main forms:

- A. Human (i.e. individual or group problems);
- B. Structural (i.e. economic or geographical problems), and;
- C. Personal (i.e. issues specific to the LLP participants themselves).

Meanwhile, solutions also took three primary forms:

1. External (i.e. drawing upon the help and expertise of others, coded in **dark blue** in the “solutions” column of Figure 44);
2. Practical (i.e. creating something specifically to address the problem, coded in **light blue** in the “solutions” column of Figure 44), and;
3. Internal (i.e. drawing upon personal or attitudinal factors, coded in **pale grey** in the “solutions” column of Figure 44).

FIGURE 44: TRANCHE 2 OBSTACLES AND SOLUTIONS



The most variegated and commonly reported obstacle to project impacts was a resistance to change, or professional ‘inertia’, among direct colleagues and wider staff. In no case was this framed as ‘wilful’ resistance, but more commonly associated with (a) suspicion of change and/or new ways of thinking in an already turbulent working climate (i.e. a protective ‘bunker mentality’), or (b) a reluctance to commit additional time/resources to an initiative when workloads were already growing:

T2P2: *"Because some of our staff have been in the role for 30 years, they felt nervous about working with somebody new."*

T2P3: *"Just earmarking that time and protecting that time was at first quite difficult, to persuade people that it was a good thing..."*

T2P4: *"I think it makes it harder as well because not everybody understands what you're doing or why, so trying to get colleagues on board sometimes wasn't very easy."*

T2P5: *"It's a new way of working and they didn't get it at first so that was probably the biggest obstacle...people are very protective of their services...and they don't like to think about change."*

The key internal solution to this problem identified by participants was simple perseverance and refusal to be discouraged:

T2P5: *"I would talk about learning leaders and a lot of the time it was just brushed over until I went on about it to such an extent that they could no longer ignore me."*

As evidenced in the latter quote above, this perseverance was commonly allied to a dogged determination to sustain information flows and keep people talking and listening until they came to understand the value of what was being attempted. Moreover, the active importing of action learning sets into the team environment was one way in which this communication was bolstered in practice:

T2P5: *"I've tried to tackle these obstacles by always trying to raise more and more awareness of what I was trying to do until they got it and understood how it would work and if you did learning sets so many time they will actually get it and they did just in time for the consultation to start."*

Structural obstacles were met with similar thinking by LLP participants. With respect to a lack of funds for the project in one case, the solution was to take a step back and reduce the scale of the project without seeing this as a defeat. Rather, the smaller project could be treated as a "scoping exercise" (i.e. a pilot) that could provide firm evidence for the expansion of the endeavour in the

future. Secondly, the geographical scale of the county itself proved an obstacle when attempting to bring individuals together in single locations for discussion and resolution of issues:

T2P3: *“Being a county wide service just the logistics of finding the time and getting people together and finding a neutral common meeting ground was really hard.”*

“When I found any difficulties I could always talk to [LLP mentor] about it and she helped me with all my problems, so I found it very beneficial.”

In this case, and once again, raw *“Perseverance, thick skin and not having a faint heart.”* (T2P3) was seen to be key in overcoming the difficulty.

The final form of obstacle reported by participants related to personal issues, most usually simple time and workload; typically:

T2P4: *“I found it quite difficult sometimes to find the time to concentrate more on the project rather than just the everyday job.”*

The LLP training on time management was cited as a key factor in overcoming this obstacle, but more commonly cited was the role of mentoring, which was also raised with respect to all other forms of obstacle. Indeed, the value and quality of the LLP mentoring in the face of problems is one of the most consistently and recurrently reported matters to arise from the Tranche 2 data corpus:

T2P2: *“The mentoring helped me shape my ideas into a project.”*

T2P3: *“The support from [the LLP mentors]; they were excellent with their one to one support and tutoring, all of that was really, really vital. And the action learning sets, I was able to take them back to my group with my learning leaders and I could face it because I had a string to the bow that I didn’t have before.”*

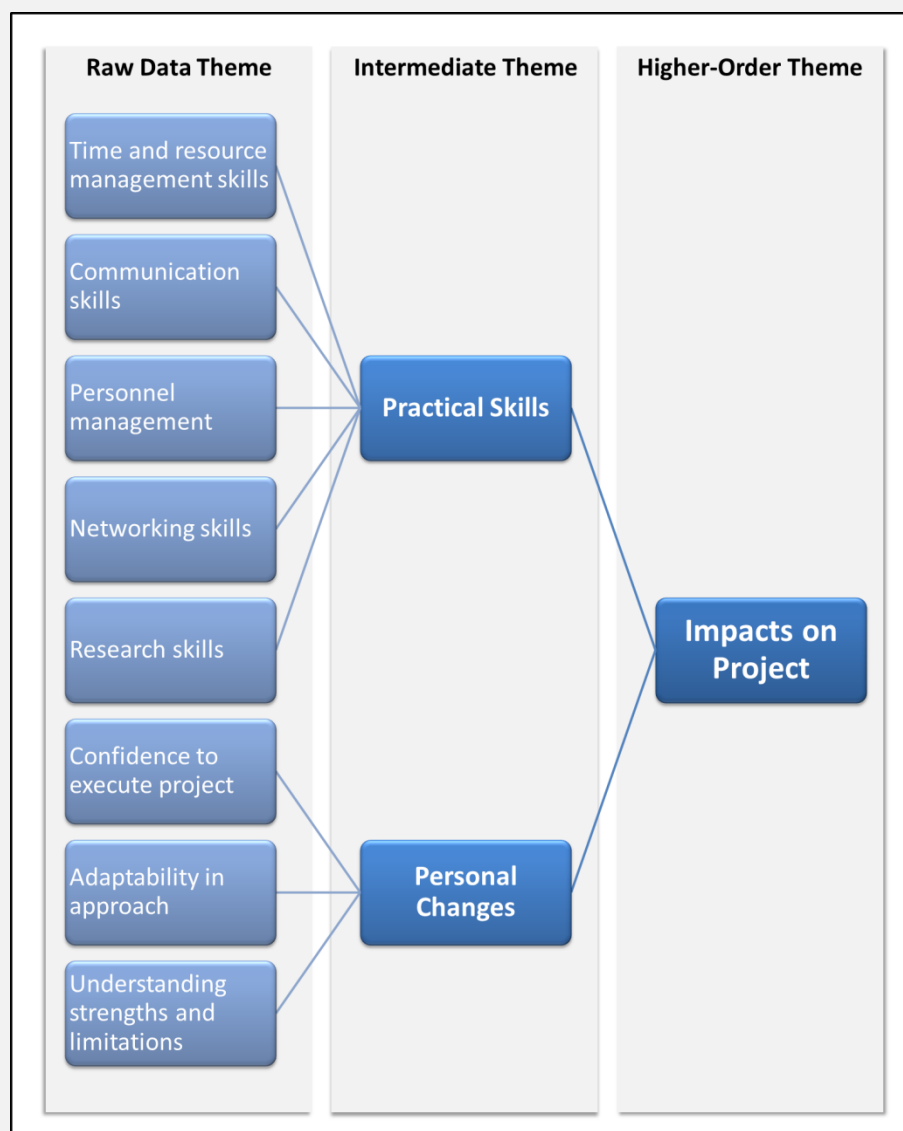
T2P4: *“I received very good support from [LLP mentor] and that was brilliant.”*

T2P4: *“When I found any difficulties I could always talk to [LLP mentor] about it and she helped me with all my problems, so I found it very beneficial.”*

4.2.4. Tranche 2, theme 3: Training impacts

Participants discussed the influence of the LLP training in three domains; impacts on the project, impacts on the workplace and impacts upon their own professional self. In Figure 45, the former is addressed as a subset of the global theme.

FIGURE 45: TRANCHE 2 TRAINING IMPACTS (PROJECT)



"I didn't have the support or the confidence before...I just simply would not have been able to do this project if it wasn't for the course."

It is possible to observe that, as noted elsewhere in this section, the range of project-related benefits experienced by participants was greater than anticipated at the Tranche 1 stage. Participants confirmed that core practical skills involved in project management, time and resource management, communication and networking skills and so forth had indeed been boosted by the LLP training:

T2P1: *"It's given me skills that I didn't have before."*

T2P2: *"[Before Learning Leaders] I didn't have the tools then to enable me to manage a project or a reason to do that, I wanted to do something but I used learning leaders as the opportunity to do the project and it gave me the skills."*

Additionally, however, stronger research skills were cited as key outputs of the training both directly, and in terms of the programme's stimulation of learning interests. In terms of the project-beneficial personal changes made by the LLP training, meanwhile, participants sustained the theme of confidence from Tranche 1, reporting that the training had provided them with the confidence to begin and persist with their projects (this was also often connected to the quality of mentoring).

T2P3: *"I didn't have the support or the confidence before this and without it this would've been overwhelming and I just simply would not have been able to do this project if it wasn't for the course."*

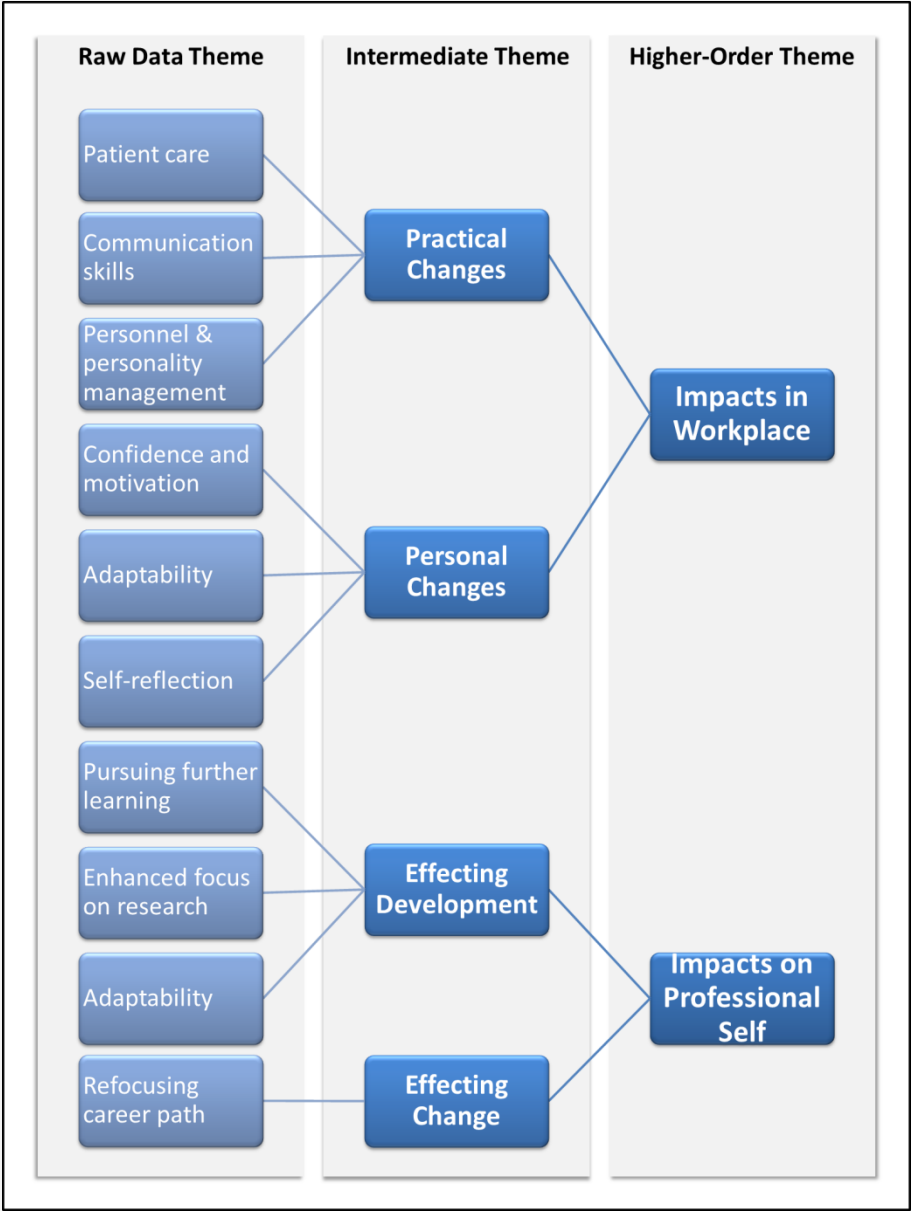
Participants also stressed the issue of adaptability as an impact of the training, both in terms of themselves and their project-working practices. The latter generally entailed a readiness to 'try new things', rather than panic when Plan A did not work. The former chiefly related to a more realistic understanding of personal strengths and limitations, which helped in planning and managing projects realistically:

T2P3: *"I think it helped me learn more about myself as well and what my limitations where but also what qualities I could bring..."*

Participants also focused upon the impacts of the training in their workplaces and broader professional lives (see Figure 46).

“Because of learning leaders, and the skills I learnt with Myers Briggs, I’ve been able to speak with the staff to see what I can do to support them...”

FIGURE 46: TRANCHE 2 TRAINING IMPACTS (WORKPLACE AND SELF)



The range of impacts reported in this domain significantly outstrips that which participants anticipated in Tranche 1. The hoped/anticipated changes in patient care and the participants’ own

capacities to manage personnel and personalities *in situ* were reported as firm extant impacts (see also section 4.2.2):

T2P2: *“Because of learning leaders, and the skills I learnt with Myers Briggs, I’ve been able to speak with the staff to see what I can do to support them, knowing about how people feel, how those staff are introvert can become maybe more on board and those who are the opposite and things like that...”*

Greater confidence and motivation in the workplace were also reprised as important impact-themes:

T2P5: *“I’m now a lot more confident in what I’m doing, I feel more engaged in the process of change and change delivery and I met loads of contacts as well; it’s been a great networking opportunity too...”*

Several other gains were further made manifest. Firstly, stronger communication skills not only for the LLP participants but the colleagues thereof were cited as an impact of creating stronger communicative environments (see also section 4.2.3). Secondly, participants reported a much greater capacity for adaptability and self-reflection in their teamworking, which in turn helped foster stronger working relations with colleagues.

Finally, participants reflected upon the broader changes that Learning Leaders had effected upon their broader professional selves. These were, in some cases, quite profound in terms of effecting development and change. On the one hand, personal adaptability in interaction was seen to be a professional skill with far-reaching personal implications:

T2P5: *It’s really taught me a lot on how to deal with people in personal life as well as professionally, it’s had a massive effect.*

The capacity of the Learning Leaders training to boost interest and enthusiasm for research and further learning in professional life was also highlighted:

T2P3: *“It’s sparked the fires of learning again for me...”*

T2P4: *"It's actually made it quite a passion for me to conduct surveys and do research and things like that."*

"[I]t's given me insight into my own behaviour and into my own reactions and into my own beliefs and into my own values."

Indeed, in the former of these two cases, the training was reported to have effected serious reflection upon career pathways:

T2P3: *"I've actually just applied for a Master's degree at the University of Cumbria so I'm thinking that maybe I could develop more of myself in these areas and maybe there is more than just the day job, and you can explore different avenues and things like that....and I don't think I'd have embarked on this if I hadn't had the positive experiences and the support and the confidence through the learning leaders; it just brought it all together."*

4.3. Overall summary of participant interview feedback

Exploring this full corpus of feedback data, it is possible to assert the following set of principles:

- Two tranches of interviews were conducted, one early in the programme and another three months after its conclusion.
- The first tranche of interviews (**N=7** participants) yielded three impact-oriented global themes: (a) project structures, (b) project impact mechanics, and (c) training impacts.
- In terms project structures, participants outlined a range of issues pertaining to the functions that their projects were anticipated to perform within the Trust, and the contexts of their projects' conceptualisation (i.e. the problems to be solved and the evidence for intervention).
- Key orientations of the projects included greater service-user satisfaction, the improvement of internal Trust communications, and topic-specific awareness-raising, skill training and morale boosting for colleagues.
- The problems the projects were designed to address were generally considered to be national, rather than local, in character and the rationales for conducting them were based not only on personal experience, but often on strong research and evidence.

- Participants cited a range of impacts that they hoped or expected to arise from the execution of the projects. These included better morale, less stress for staff, better communication, better services for clients and financial savings.
- Expected obstacles included lack of funds, lack of technology and expertise within the Trust itself, workload/time and difficulties with engaging colleagues in new or unfamiliar activities.
- Participants also reported a number of impacts that the LLP training was effecting (or had already effected) in the execution of the project, and in the workplace itself.
- In the early stages of the change project, the training was said to have boosted project-essential time and resource management skills, communication and personnel management skills; also enhanced was the confidence to execute the project at all, and self-reflectivity in taking knocks and rethinking strategies.
- In the workplace, meanwhile, the training was reported to have already impacted upon confidence and the understanding of others, while patient care was anticipated to be an inevitable upshot of these things.
- The second tranche of interviews (**N=5** participants) yielded the same three impact-oriented global themes: (a) project structures, (b) project impact mechanics, and (c) training impacts. These themes were, however, based upon evidence rather than expectation and were, thus, much more differentiated, with more subtleties, than in Tranche 1.
- In terms of project structures, the projects had remained largely true to their original purposes (greater service-user satisfaction, the improvement of internal Trust communications, and topic-specific awareness-raising, skill training and morale boosting for colleagues). However, circumstances had requires some to adapt and change in manner of execution, which they had done successfully.
- Participants maintained that their change projects remained as relevant as they had at the beginning, but also now were able to provide firm evidence for this in terms of project-embedded research, formal feedback and hard results.
- In terms of direct extant impacts of the projects, meanwhile, participants were able to evidence a wide range of changes made in terms of staff wellbeing (e.g. better morale, reduced sick leave), service-user experience (e.g. more hours of direct contact with clients, greater uptake of services), staff knowledge of issues and direct technical and practical support for the workplace.
- The most variegated and commonly reported obstacle to projects making an impact was a resistance to change, or professional 'inertia', among direct colleagues and wider staff.

- In no case was this framed as ‘wilful’ resistance, but more commonly associated with (a) suspicion of change and/or new ways of thinking in an already turbulent working climate (i.e. a protective ‘bunker mentality’), or (b) a reluctance to commit additional time/resources to an initiative when workloads were already growing.
- Other obstacles included funding, logistics and simple pressures of time and workload.
- Methods for surmounting these obstacles were external (e.g. help from mentors, which was highly praised, and use of action learning sets), practical (e.g. developing guidebooks and creating forums for interaction) and internal (e.g. sheer perseverance and a more reflective approach towards goals).
- The impacts of the LLP training upon the execution of projects was reported to be substantial, bolstering both the personal qualities and practical skills essential for success. Among the former, participants cited project management, time and resource management, communication, networking and research skills. Among the latter, confidence, adaptability and a critical realism were seen as key.
- The impacts of the LLP training upon the participants’ workplaces, meanwhile, were framed as either practical or personal. The former addressed direct impacts upon patient care, group communication and harmony and the management of personnel and personalities. The latter once again emphasised how the LLP had grown confidence, adaptability and a more reflective take on leadership.
- Finally, participants outlined the impacts of the LLP training upon their wider professional selves, indicating that they had become more confident and adaptable people, had become more enthused regarding learning and research and, in one case, would now pursue postgraduate academic study.

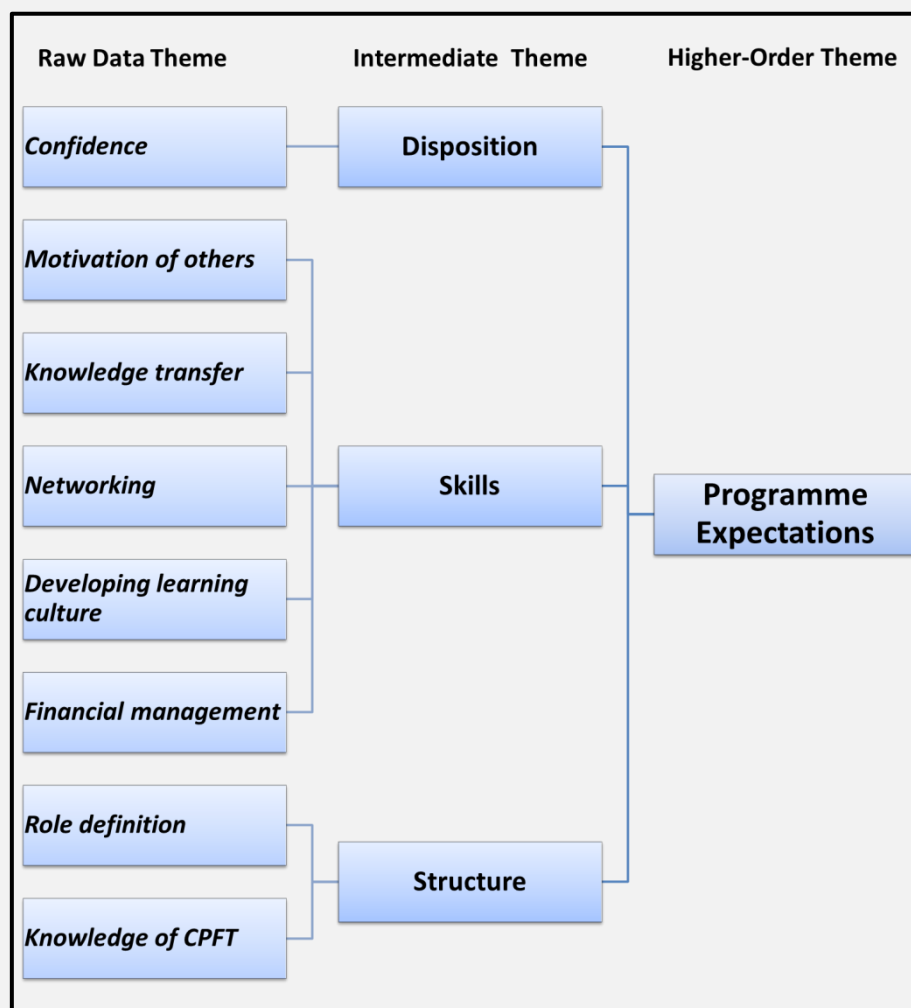
5. Findings III: Managerial Interviews

Analysis of **N=5** interviews with the managers of participants in the Learning Leaders programme yielded five major themes. These are outlined below.

5.1. Expectations of the Learning Leaders training programme

The first theme of significance addressed by the participating managers was that of their expectations of the Learning Leaders training (see Figure 47).

FIGURE 47: MANAGERS' LLP TRAINING EXPECTATIONS



These expectations grouped in three key areas: changes to participant disposition, skill enhancements and capacities within the broader Trust itself. With respect to the former, several managers were clear that they expected the training to enhance the participants' self-confidence, and confidence to work with others. For example:

***P1:** "I suppose...for her to develop more confidence to establish new networks within the LL group; to get to know staff, understand their perspectives other than from a service point of view and actually work and learn alongside them."*

***P5:** "I'm not saying she's not confident but I thought it might make her a bit more confident."*

Managers also identified a range of workplace skills they expected to see developed (or enhanced) in the LLP participant. Among these were motivational skills (e.g. ***P4:** "I hoped it would enable her to be able to look at a team and see how to motivate a team of people."*), knowledge transfer skills, budgetary skills, enhanced networking abilities and, unsurprisingly, leadership through learning itself:

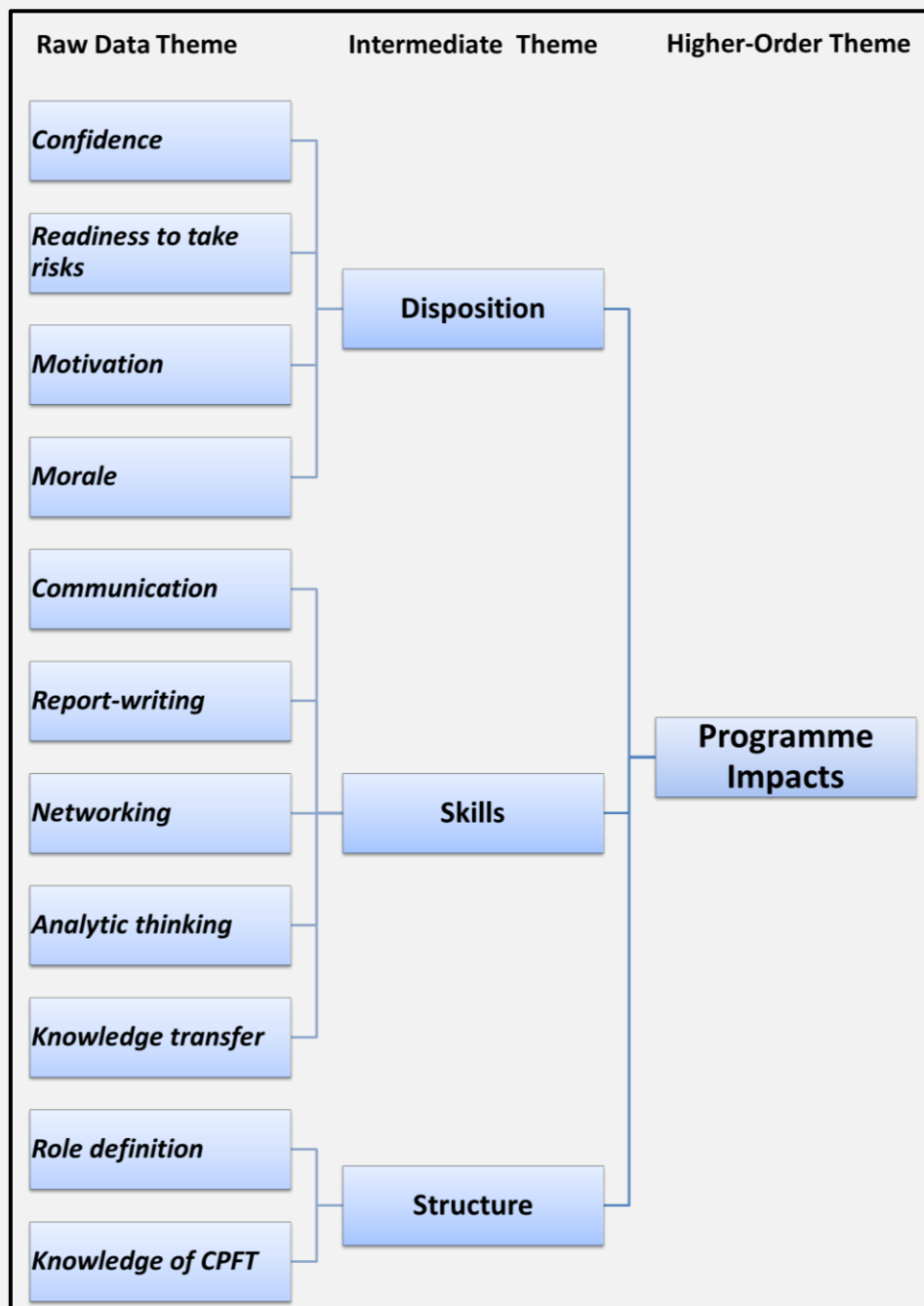
***P2:** "[M]y expectation was that it was around bringing in a culture of learning into the teams...it was to develop leadership skills as well as bringing learning into the team that she worked in."*

The expectations most commonly-cited by managers, however, related to structural contextualisation; i.e. that the LLP participant would develop (a) a stronger knowledge of the structure and organisation of CPFT itself and, reflexively, (b) a stronger sense of their own place (and that of their team) within it.

5.2. Impacts of the Learning Leaders training programme

Secondly, managers addressed at length the impacts that they had, to date, observed upon the Learning Leaders participants. These again were (a) dispositional, (b) skill-based or (c) structural-contextual in form (see Figure 48).

FIGURE 48: MANAGERS' LLP TRAINING IMPACT OBSERVATIONS



It is striking that a much wider range of dispositional changes are identified as having actually taken place than were originally “expected” to take place. Of these, confidence was cited by all:

P2: *"I think it has built her confidence and I think it has proved to her that she did take on something that was quite difficult and that it was a bit of a risk actually to [the participant] personally because [she] invited everyone to come [to an event] but it was optional to attend, so she could have been left feeling very isolated with that if people decided to vote against her."*

"I think it's given her self-confidence; I think it's really boosted her opinion of herself and what she can achieve personally, and that's been really really lovely to see, that she's really flourished."

P3: *"I think it's made her more confident to take on things that she perhaps she wouldn't have been confident about prior to doing this course. And I think it's given her self-confidence; I think it's really boosted her opinion of herself and what she can achieve personally, and that's been really really lovely to see, that she's really flourished."*

P5: *"Yeah, I think she's more confident...she's more confident in using [the tech] and, yeah, I think so."*

Closely linked to confidence was an enhanced readiness to take risks among LLP participants, while managers also reported higher levels of motivation and personal morale. In terms of skill-development, meanwhile, clear gains in participants' analytic thinking and also their verbal and written communication were observed. Moreover, managers described enhancements in the related abilities to network and transfer knowledge within and outside of an immediate team. While these skills were seen as major developments in themselves, in some cases had further corollary practical impacts in workplace organisation were identified:

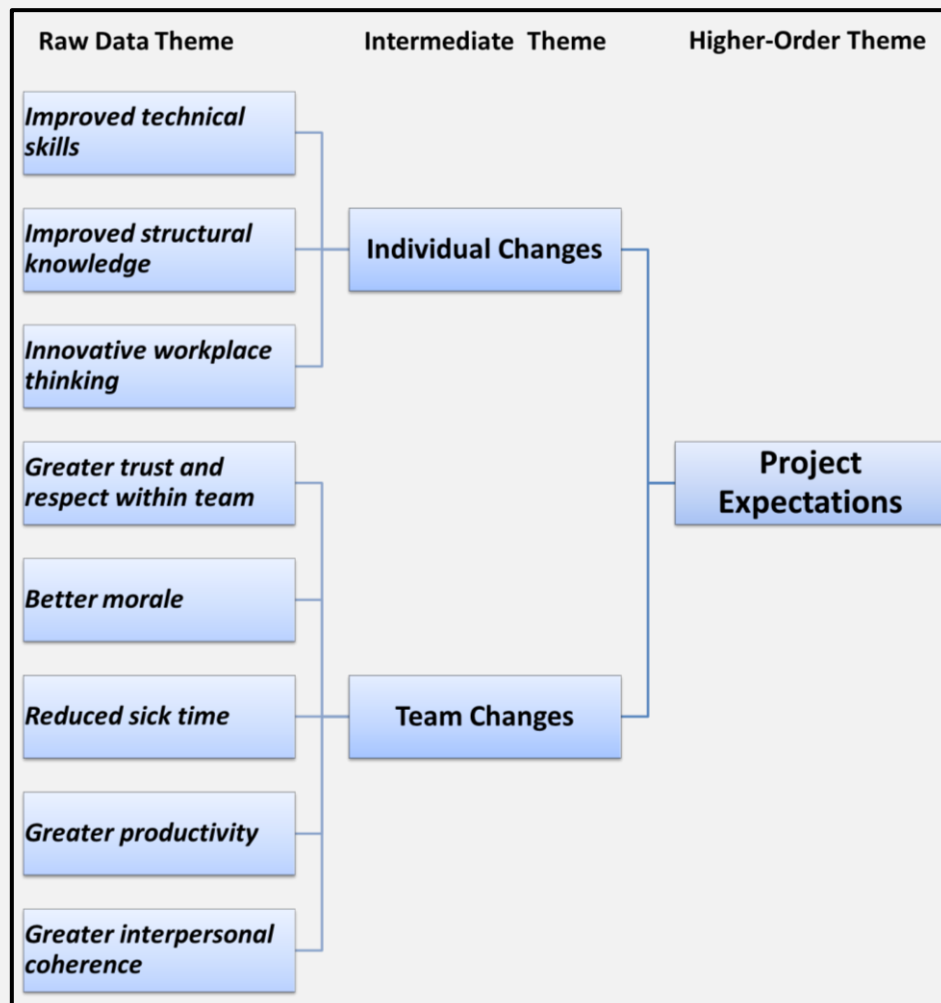
P2: *"I've incorporated her into that team as an integrated team manager so there's sort of upwards and downwards streams of communication come from [the participant]. So they now feel completely connected to us as a clinical team, so... she runs her own staff meetings which give the staff opportunity to actually feedback and be heard rather than just be told what needs to be done."*

Finally, the expected developments in Trust knowledge and in role-definition were reported as having actively materialised.

5.3. Expectations of the Learning Leaders change project

In terms of their expectations of the change project, managers reported a range of individual and team matters, as illustrated in Figure 49.

FIGURE 49: MANAGERS' LLP CHANGE PROJECT EXPECTATIONS



It is evident from the data collected that managers were generally less certain about 'what to expect' from the change projects than they were from the LLP training, with a much narrower range of raw data themes emerging. In terms of expected impacts of the project at the individual level,

most expected improved technical skills relating to projects themselves (i.e. those involved in procedural project management). Typically:

P3: “[Expectations] particularly relating to project management and communications and how to sort of plan, erm your project.”

It was also expected that the networking involved in the project itself would lead to improved structural knowledge of CPFT, while another manager expressed the hope that a project requiring some innovative thinking would translate into increased capacity for innovative thinking in the everyday workplace itself.

Expectations of what might change at the team level were more scattered in character, and more closely linked the minutiae of the individual projects themselves. For example, a project specifically geared towards improving a team dynamic through education and communication was hoped/expected to improve morale, lower stress and ideally reduce the number of cases of staff illness.

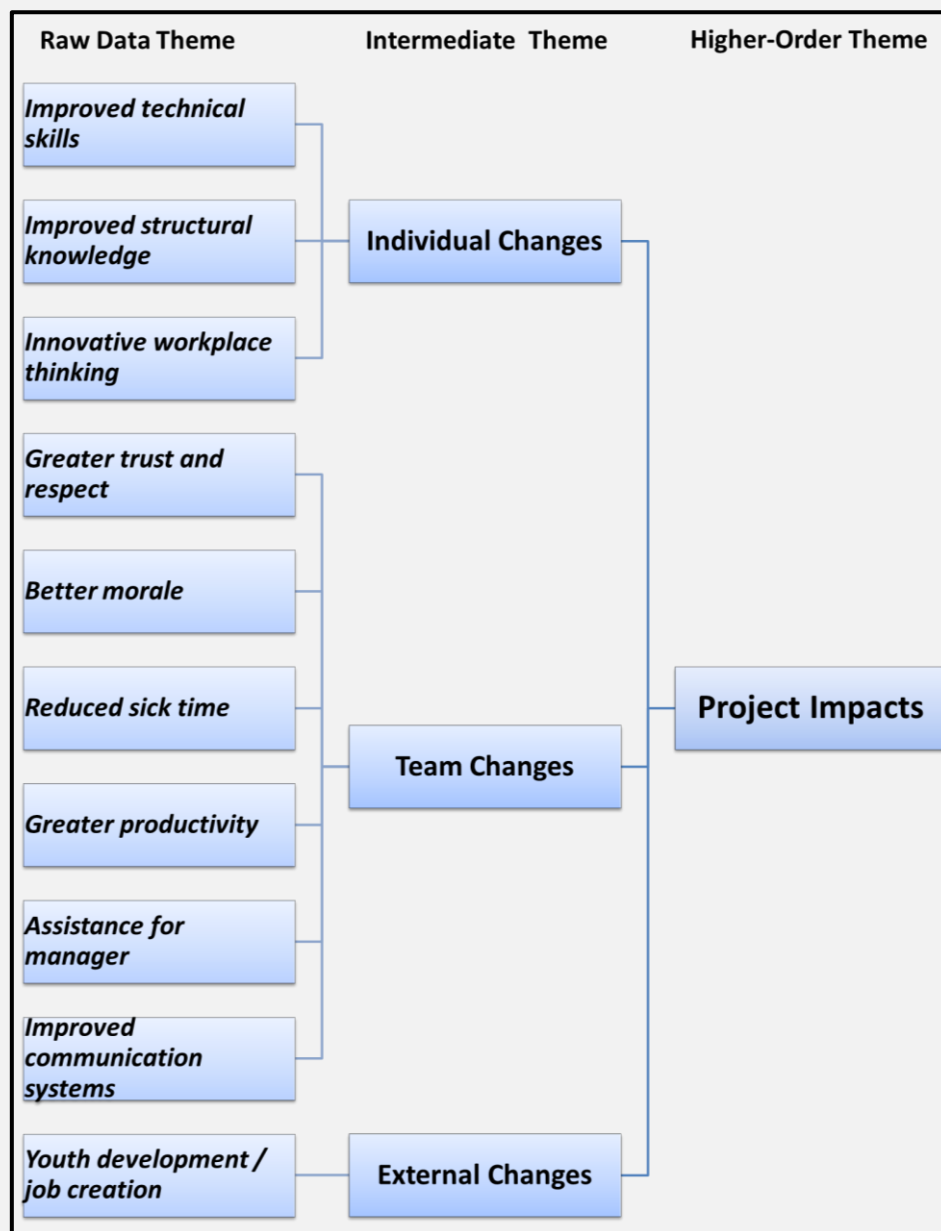
P2: “I hoped it would impact alongside some other initiatives about the team building trust with each other...having more open communication, being more supporting and I also hoped that one of the things it would do is improve the level of sickness within the team.”

In another, meanwhile, a project geared towards the improvement of general communications at managerial level was also anticipated to have an impact on collective productivity.

5.4. Impacts of the Learning Leaders change project

While the original expectations of the change projects may have been a little nebulous, a substantial range of firm impacts were reported with respect to what the projects actually achieved (see Figure 50).

FIGURE 50: MANAGERS' LLP CHANGE PROJECT IMPACT OBSERVATIONS



It is of significant note that not only did all of the managers' specific hopes and positive expectations ossify, but the same positive changes also materialised where they may not have been expected, and there were an additional range of unexpected/unforeseen positive impacts.

In terms of the projected impacts, managers confirmed that personal advancements in technical knowledge, structural knowledge and creative/innovative thinking had indeed occurred in a number of LLP participants. In terms of the team environment, meanwhile, one manager noted a

powerful impact on trust and respect within the team and, as an upshot of this, a much improved morale (that was also noted by P3 and P4):

P2: *"[W]ell in terms of the whole team I think we are certainly in a better position now where the team are more able to openly say what they think, so even at staff meeting which I guess proving that they are at that level where they are able to say something and trust that the people around the table will listen to you and treat you with respect, so that's been one outcome."*

"In terms of the whole team I think we are...able to say something and trust that the people around the table will listen to you and treat you with respect; so that's been one outcome."

Productivity was also noted to have improved as result of the change project in several cases. In some, this was a direct result of additional help being brought into the team environment, such as where an apprentice was taken-on as part of a youth/community engagement project:

P4: *"It's been very beneficial for me as an operational manager because the skills of the apprentice is supporting my team...[and]...having an apprentice in that department with that skill set has enhanced the productivity."*

Productivity was, however, also seen as a latent impact of other workplace gains. One manager described a 'domino' effect in which improved communication had boosted intra-team respect and morale, demonstrably decreasing sick leave taken, and in turn had effecting more productive patient care:

P2: *"[S]ickness levels have improved dramatically, the team are more productive and have more patient contact each month, we've looked at all of that."*

The theme of communication also arose in a rather different (more instrumental, less empathic) context in a project focused upon improved technical systems; the manager argued that through improved capacity to communicate procedures and practices, the general job was now being done more efficiently:

P5: *"[I]t makes, it just makes it easier for people to understand what is needed, so it helps [us] finish [the job] on time."*

Finally, and with further respect to youth and community engagement, it was noted that one project had demonstrable external impacts through the enhancement of employability for the new apprentice.

***P4:** “For...the apprentice, it’s giving her actually the experience and the skills to you know, if we can’t find her a job at the end of this programme to have a very varied CV which hopefully will give her the opportunity to secure employment elsewhere when she has finished the programme, so there is benefits all round.”*

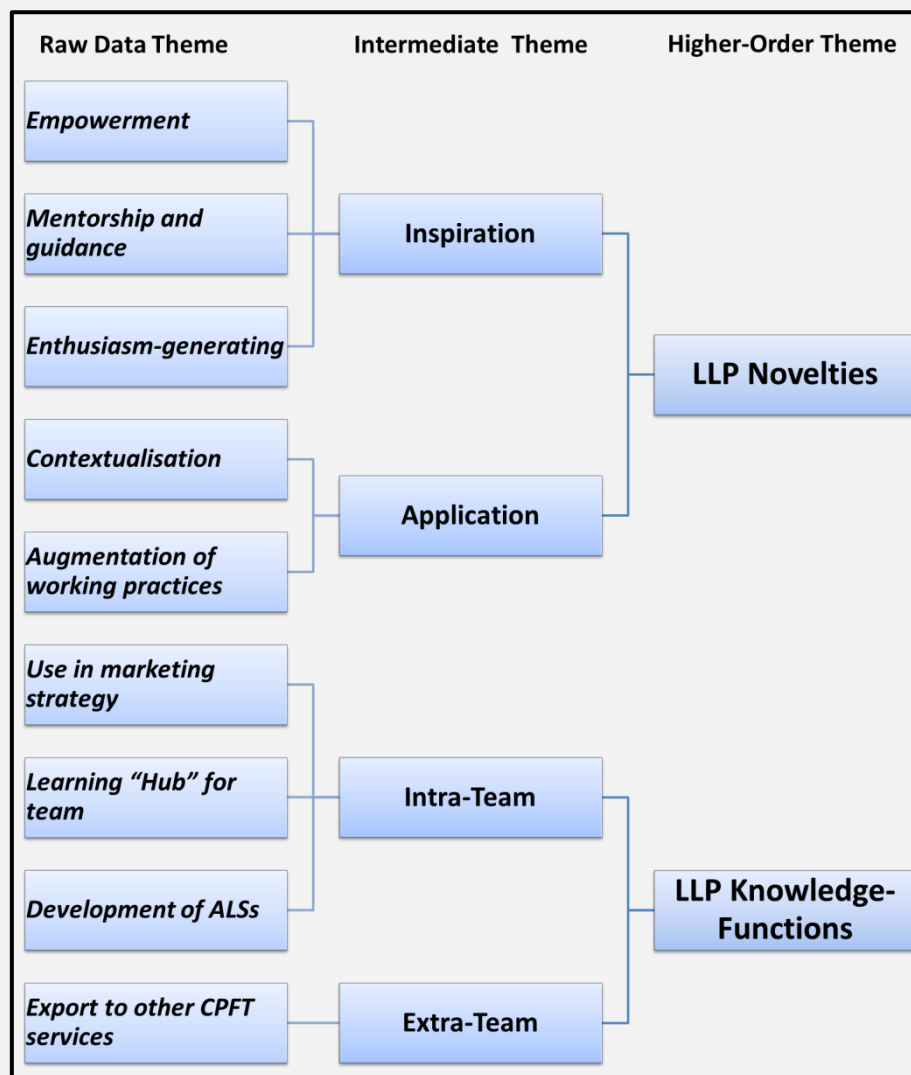
This project, in particular, was expected to grow and produce even greater impacts in the future:

***P4:** “Our plans for the future is to actually widen the opportunity for apprenticeship and actually have two or three...”*

5.5. Learning Leaders novelties and applications

The final higher-order theme to emerge from the corpus of managerial interviews is shown in Figure 51. Herein, managers outlined what they felt had been novel regarding Learning Leaders when compared to previous training programmes of its ilk, and also reflected on how the knowledge and skills acquired by the participant through Learning Leaders might be ‘put to work’ in the future. These themes are addressed in turn below.

FIGURE 51: LLP NOVELTIES AND KNOWLEDGE-APPLICATIONS



5.5.1. LLP novelties

The first of the key novelties identified by managers regarded the capacity of the LLP to empower its participants. This theme arose recurrently throughout the managerial feedback; Learning Leaders participants were described as having become more confident, more assertive and broadly more suited for leadership roles than they had been prior to their involvement the programme. This – largely a result of the responsibilities of the project - was taken to be a unique aspect of the LLP itself:

P2: “Empowering the members of staff to actually improve things for themselves, I think that’s quite different; rather than just going on a course that would just benefit one person this has had a benefit to everybody.”

“Empowering the members of staff to actually improve things for themselves I think that’s quite different.”

The level of mentorship and guidance provided as part of the LLP was also lauded as a distinctive feature, with its own confidence-raising facility and, moreover, the capacity to raise broader enthusiasm for learning itself. One manager described how the Learning Leaders participant had been so enthused with the programme and project that she had made an active move towards further study:

P2: “[She’s] now gone on to looking to do a MSc because she has enjoyed the learning aspect of it, so it has motivated her to look at her own learning and look at her role within the team and see where she would like to be in there future.”

In terms of application, on the other hand, Learning Leaders was singled out for its embedded learning about the whole Trust, giving the participants a much better grip on their own role within it, and also for its constant relevance to daily working practices.

P5: “It ties in a useful piece of work...if you’re going to refer someone to this course, you KNOW it’s going to achieve something at the end of it.”

5.5.2. LLP knowledge-functions

As aforementioned, the second aspect of this broader theme relates to the future application of new skills and knowledge acquired through the LLP. Predominantly, these were conceptualised at the level of the team itself, though there was some consideration of extra-team usages.

One of the most apparent direct uses of LLP materials was the extant introduction of Action Learning Sets into team problem-solving activities, something the pertinent manager felt would continue to bear fruit, while another manager felt that the LLP participant’s project had:

P1: "...given us insight into how difficult it is for people to find the time to use our service; [we hope to] carry on and link it into our marketing strategy to keep marketing what we do so that they are aware of us. It's given us a great insight into that."

Perhaps most logically, however, the most commonly-cited expectation was that the LLP participant would effectively become a learning "hub" within the team; someone who could guide and direct learning itself for the benefit of others.

Finally, and with respect to new technical and communicative knowledge, one manager expressed the desire to develop tools for cross-team communication to be exported at a later time.

5.6. Overall summary of managerial feedback

Exploring this full corpus of feedback data, it is possible to assert the following set of principles:

- Analysis of N=5 interviews with the managers of participants in the Learning Leaders programme yielded five major themes: (a) expectations of the LLP training, (b) impacts of the LLP training, (c) expectations of the change project, (d) impacts of the change project and (e) novelties and application of the LLP.
- Managers expected the LLP training to equip participants with additional confidence to lead, a range of technical and motivational skills, and enhanced knowledge and understanding of CPFT itself.
- All of these expectations manifested as concrete impacts, with a highly notable focus upon the confidence-raising qualities of participation in the LLP.
- Managers also noted that participants were stronger communicators, more ready to take a few risks, more analytic in their thinking and more motivated in their working practices.
- Managers were generally less certain about 'what to expect' from the change projects than they were from the LLP training; expected outcomes were strongly linked to the nature of the project.
- Generally, the projects were hoped/expected to boost the participating individual's technical project management skills, and improve morale and productivity at the team level.
- A substantial range of firm impacts were reported with respect to what the projects actually achieved; not only did all of the managers specific hopes and expectations ossify, but the same

positive changes also materialised where they may not have been expected, and there were an additional range of unexpected/unforeseen positive impacts.

- Greater team productivity, less sick leave taken, higher morale, improved communication and communication systems were reported, as were stronger knowledge and skills in the LLP participants themselves. Community engagement and benefits for local youth were also noted.
- The LLP was seen as “new” by managers (i.e. different to prior interventions) in several ways.
- Firstly, the capacity of the LLP to inspire, empower and enthuse – themselves often outputs of effective mentoring – were highlighted.
- Secondly, the raw practicality and usefulness of the LLP in terms of connecting to the wider Trust were deemed to be novel when other interventions were considered.
- Finally, managers reflected on a few ways in which knowledge and skills acquired by the participant in Learning Leaders might be ‘put to work’ in the future.
- Functioning as a team ‘learning hub’ was seen as a major prospective role in this respect, while one participant had already introduced action learning sets as a problem-solving device.
- One manager saw use for the outputs of the LLP in bolstering the team’s marketing strategy, while another saw prospective use in improving communication between teams.

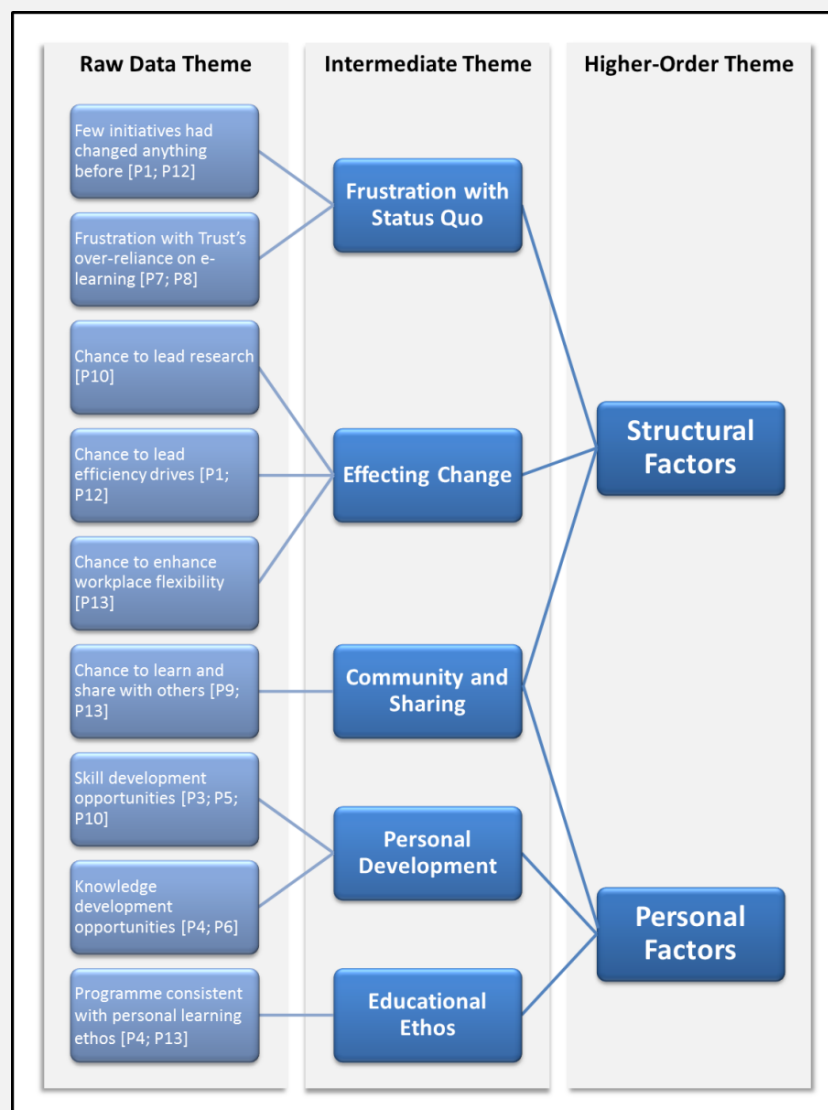
6. Findings IV: Impact Reflections

Analysis of N=13 forms yielded five major themes. These are outlined below.

6.1. Reasons for joining learning leaders

The first theme of note to emerge, as directly guided by question 1, related to the participants' reasons for applying for a place on the Learning Leaders programme in the first incidence.

FIGURE 52: REASONS TO JOIN LEARNING LEADERS



These reasons were primarily structural or personal, with a larger number falling into the former category².

"I felt like I had been repeatedly pumped dry for ideas on how to change and work smarter in my department and seen no change as a result. The idea of having support to complete a mini project that might 'make a difference' was very appealing."

6.1.1. Structural factors

Within the structural issues, three lower-order themes emerged:

- A. Frustration with the status quo;
- B. Effecting change, and;
- C. Community and sharing (though this matter also fell under the 'personal' factors theme).

The first of these had two internal dimensions. On the one hand, there was a sense that Learning Leaders offered an opportunity to take control of one's role-environment where previously the demands for innovation had been high and the rewards negligible. For example:

P1: *"I felt like I had been repeatedly pumped dry for ideas on how to change and work smarter in my department and seen no change as a result. The idea of having support to complete a mini project that might 'make a difference' was very appealing."*

On the other hand, there was a frustration with the Trust's "over-use" of e-learning strategies, to which Learning Leaders seemed to offer an engaged and personal alternative.

P7: *"I loathed the Trust's over-reliance and over-emphasis on e-learning. As I personally enjoyed maintaining my own CPD, therefore I believed that there must be a more palatable means of approaching "Learning" within the Trust. I was curious to understand the Learning Networks views and hoped to positively influence them."*

² Note: Participant 2 is not included in this theme, as they were nominated for Learning Leaders, rather than applying.

In terms of effecting change, three domains in which Learning Leaders was expected to help were identified. P10, for example, noted that the programme and project would offer an opportunity to help advance and develop the research culture within the trust. P13, meanwhile, identified the need to enhance workplace flexibility and cost-effectiveness as a driver for joining the programme.

“I wanted to develop personally and professionally as a leader and the programme had the potential to fulfil my goals and enable me to enthuse and motivate others via learning in practice.”

P13: *“Being a small team, we realise we need to be creative and flexible about how we meet the clinical audit learning needs of trust staff. I applied to become a Learning Leader to help me to lead the development of a portfolio of learning opportunities that are both right for staff and cost effective.”*

In a similar vein, P1 and P12 identified workplace efficiency and the chance to promote a more business-like attitude at work as being key reasons to sign up.

The final issue to discuss here is noteworthy because it falls under both of the higher-order themes; that of community and sharing. P9 and P13 both highlighted their expectation that the programme would *reflexively* enhance their own abilities and improve the collective experience through sharing of skills and experience within the participating community. For example:

P9: *“I knew this is my chance to show my abilities and do something extra for our Trust. I also knew it will be [a] great opportunity to meet with others and share our knowledge and experiences and put learning into action.”*

6.1.2. Personal factors

Among the personal factors provided for joining Learning Leaders, aside from community and sharing (discussed above), two main themes emerged. The first of these related to personal development, and in two areas. Participants distinguished clearly between the acquisition of “knowledge” and the acquisition of “skills,” though also indicated that learning was a skill in itself, and that knowledge obtained through learning could bolster other practical aptitudes. However, five participants oriented clearly to the promise of Learning Leaders to develop them in these domains. For example:

P3: *“I wanted to develop personally and professionally as a leader and the programme had the potential to fulfil my goals and enable me to enthuse and motivate others via learning in practice.”*

P5: *“The Learning leaders programme was an opportunity to help me to develop some of the skills and knowledge required to help promote learning more effectively in my work place.”*

P6: *“I applied for the learning leaders programme to help me gain knowledge and understanding about learning methods to help me and support my colleague develop and change with the organisation.”*

Finally, and related to this issue of knowledge, was the assertion by P4 and P13 that their personal commitments to ongoing professional learning seemed to be served very well by the structure of the programme as it was stipulated.

P4: *“Continued learning is something that I have a strong belief in, particularly in the environment we work in, where research and evidence are constantly changing.”*

6.2. Learning outputs

In this section, given that participants were asked to ‘list’ 5 things they have “learned/discovered/found beneficial whilst on the programme or since becoming a Learning Leader,” findings are presented in a different manner to those in other sections, in order to account for the much wider and more eclectic scatter of statements. Below, thus, are thematically-organised tables of said statements with sample evidence (S.E.) attached to each. The higher-order themes identified herein are:

- A. Community;
- B. Support, empowerment and confidence;
- C. Taught content, and;
- D. Skill development.

The core theme of community is addressed as a key output identified by participants (Table 3). Herein they reference the Learning Leaders community itself as a site of cooperation, sharing and support, they identify how the programme highlighted the dangers of working “without” community, and also how the programme taught them to value, understand and utilise the skills and aptitudes of others to a higher degree.

“Mixing clinicians and non-clinicians in the programme, and particularly in the Action Learning Sets, was of enormous benefit for me as it enabled me to see my project from a clinician’s viewpoint...”

TABLE 3: COMMUNITY

| High-order theme: Community [P1; P2; P3; P5; P6; P9; P10; P12; P13] | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub-theme: New support systems [P1; P2; P5; P9] | |
| S.E. | P1: “Met new network of people with skills I can tap into in the future.” |
| | P2: “There is a whole network of people in the trust willing to support learning.” |
| | P5: “[I’ve] been able to tap into support as necessary when times are tough.” |
| | P9: “I met amazing, supportive colleagues and I had a chance to work closer with NHS management team.” |
| Sub-theme: The perils of working in isolation [P2; P10; P12] | |
| S.E. | P2: “I need to delegate more.” |
| | P12: “The limiting effect of trying to do it all by myself.” |
| Sub-theme: The value of others in learning [P3; P6; P13] | |
| S.E. | P3: “Use others skills, experience and knowledge to develop myself personally and as a professional.” |
| | P13: “Mixing clinicians and non-clinicians in the programme, and particularly in the Action Learning Sets, was of enormous benefit for me as it enabled me to see my project from a clinician’s viewpoint –clinicians will be the main audience for the bite sized tutorials my project will create.” |

In Table 4, meanwhile, evidence is displayed that indicates the participants’ orientation towards the confidence-building aspect of Learning Leaders. As previously indicated in the session evaluations (section 2), this was a major theme in participant feedback during the programme (see

Figure 37), and has endured as a strong take-home element subsequent to it.

The three core aspect of this theme, confidence empowerment and support are consistently taken to be strongly interrelated, and of particular import was the value of having peers (and, indeed, managers and Trust officials) listen to what they had to say. This was taken to be a highly empowering moment. P1, for example, highlights the manner in which feeling supported by the Trust itself engenders the exact confidence to try out the various change-making activities that the programme advances.

Another key element of confidence-building was that borne of group-work. Several participants highlighted how, post-Learning Leaders, their own personal demeanour in groups was much improved, and that they felt more at-ease when working with others.

TABLE 4: SUPPORT, EMPOWERMENT AND CONFIDENCE

| <i>High-order theme: Support, Empowerment and Confidence [P1; P2; P4; P6; P7; P9; P10; P11; P13]</i> | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.E. | P1: "I feel empowered by the Learning Leaders course in a number of ways: 1. There is support in the organisation to make changes; 2. It is OK to try things out and influence changes; 3. I have begun to learn the skills for Action Learning Sets and would like to continue to hone these." |
| | P2: "My view is equally as important as those with a higher role than myself." |
| | P4: "Confidence in my ability to participate in group activities." |
| | P6: "I have learned to believe in myself and my abilities and as a result have grown confidence." |
| | P7: "The power of being 'actively listened to'." |
| | P9: "I'm stronger now and braver to come forward." |
| | P10: "I must say that the support I received during my course from my trainers and my department in order to complete my Learning Leader's project was FANTASTIC." |
| | P11: "Being actively listened-to is motivational and liberating." |

As also reflected in the original session feedback, two particular aspects of the taught materials remained particularly popular among participants. These were the Action Learning Sets and the

Myers-Briggs psychometric type indicator (and the attendant range of devices and models for better understanding leadership roles and types). Indeed, the former were not only highlighted as being “useful,” but one participant (P6) further provided a clear example of having utilised the technique in working practice (see Table 5, below).

TABLE 5: TAUGHT CONTENT

| <i>High-order theme: Taught Content [P1; P2; P3; P4; P5; P6; P7; P8; P10; P11; P12; P13]</i> | |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub-theme: Action Learning Sets [P1; P2; P3; P4; P5; P6; P7; P8; P10; P11; P13] | |
| S.E. | P4: “Action Learning Sets and the benefits these can have on an organization.” |
| | P6: “I have set up an Action Learning Set as part of Peer Supervision with the locality admin staff who are based throughout children’s services, within clinical teams, to share best practice and resolve problems/issues. This has been very successful.” |
| | P8: “The action learning set proved a constructive way of leading a colleague through an issue it gave a great opportunity to problem solve.” |
| | P11: “Action Learning Sets and members with different perspectives provide a valuable forum for discussion and development of ideas.” |
| | P13: “I learned about Action Learning, quickly realised its potential in decision making and problem solving in a project, and gained some confidence and skills in the facilitation of Action Learning Sets.” |
| Sub-theme: Personality Types and Influencing Styles [P1; P2; P3; P4; P5; P6; P8; P10; P12] | |
| S.E. | P1: “Found out more about personality types.” |
| | P4: “Personality types and the impact mine type may have in my working role.” |
| | P5: “MBTI, teamwork and organisations.” |
| | P6: “I found the Myers-Briggs Type work extremely interesting and have developed a clearer understanding of myself, my colleagues and my family.” |
| | P8: “Looking how personality traits between a work force indicates how we function as a service and that having understanding of the differences between management and front ling staff can be the key to improving how we deliver care.” |

The final group of issues addressed by participants in this domain related to skill development (Table 6), some practical, some less obviously tangible. Among these, the bolstering of project management abilities was widely cited, and improved communication skills (and understanding their

value) were also noted. However, a large proportion of participants also indicated that their basic way of thinking had changed. A number of them, for example, discussed a greater capacity for reflection and care in their thought about their role, while others cited an enhanced realism that was not actually a euphemism for “pessimism.” Finally, however, and perhaps most importantly, four participants addressed how Learning Leaders was itself just a start in their growth, and that it taught them, above all, how much there remains to learn.

“I had been training people for over 20 years and felt my skills and knowledge needed bringing into the 21st century – the Learning Leaders programme has achieved that.”

TABLE 6: SKILL DEVELOPMENT

| High-order theme: Skill Development [P3; P4; P5; P6; P7; P8; P9; P10; P11; P12; P13] | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub-theme: Project management/leading [P3; P4; P5; P6; P12; P13] | |
| S.E. | P3: “How to plan and develop projects and motivate others to believe in themselves and their abilities.” |
| | P4: “Insight into how to plan and develop a project.” |
| | P6: “I have knowledge and understanding of different learning methods and change management which have helped me support my colleagues within my department.” |
| | P12: “Project Leading requirements in a large organisation.” |
| Sub-theme: Communication [P4; P7; P9] | |
| S.E. | P7: “Good, clear and honest communication is a key factor for positive changes.” |
| | P9: “Sometimes “small issues” become great problems.” |
| Sub-theme: Reflection and clear thinking [P5; P7; P10; P12] | |
| S.E. | P5: “Having the time and space to think about an idea and then develop it.” |
| | P7: “The importance of learning and reflecting (from/on an experience) for successful adaptation.” |
| | P10: “Reflective practice and learning from previous experiences.” |
| | P12: ““Thinking” from a different direction.” |
| Sub-theme: Being realistic [P3; P7; P11] | |
| S.E. | P3: “Be realistic whilst remaining optimistic.” |
| | P7: “The enormous effort initially required to engender “change”.” |
| | P11: “The importance of being realistic about the scope of a project was reaffirmed.” |
| Sub-theme: ...and there’s always more to learn [P3; P7; P9; P13] | |

| | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.L. | P3: “That I have loads more to learn and loads of skills and knowledge to aid others.” |
| | P9: “I strongly believe this is just my start.” |
| | P13: “I had been training people for over 20 years and felt my skills and knowledge needed bringing into the 21 st century – the Learning Leaders programme has achieved that.” |

6.3. Project impacts

Project impacts discussed by participants fell into two broad categories; extant impacts and prospective impacts (i.e. those that they were confident *would* occur).

6.3.1. Extant impacts

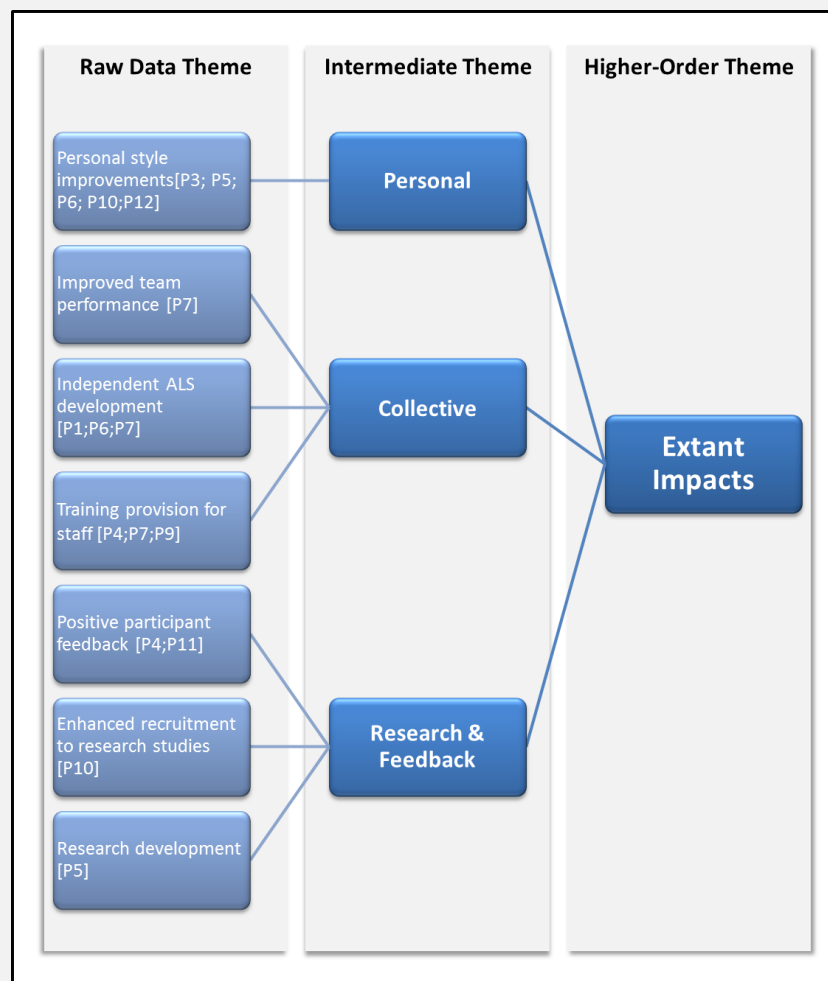
The dimensions of first of these categories of project impact are illustrated in Figure 53 (below), and were taken to have manifested in three core domains:

- A. The personal;
- B. The collective, and;
- C. Research and feedback.

A number of participants, thus, indicated that participation in the project had, among other impacts, directly affected their own workplace style and skills.

As previously illustrated in Table 6, there was the direct effect of bolstering project management skills, but participants further noted boosts in confidence and motivation. As P12 notes, “My learning and leading styles have changed completely since taking part.”

FIGURE 53: EXTANT PROJECT IMPACTS



In a more tangible domain, there is a range of structural-collective raw data themes that are noted by participants to be clear impacts of their projects in operation. Firstly, P7 argues that the impacts of the project upon their workplace team have clear and measurable indicators:

P7: *“The impact on the cohesion of the team has been enormous, leading to us re-asserting our evidence-based and essential IDT approach to our client group. In addition over the year, sick leave has fallen and though our number of referrals has doubled so has the number of face to face contacts.”*

Secondly, three participants (P1, P6 and P7) highlight the introduction of independent Action Learning Sets within their own workplaces as parts of their project, which have improved gene ral

communication and cohesion. Finally, two further participants (P7 and P9) draw attention to the fact that direct training for Trust staff has already been provided as part of their projects. For example:

P7: *“A team training day was arranged, all tasks were delegated to members of the ALS. We influenced senior managers to support the day, and gained funding.”*

“The impact on the cohesion of the team has been enormous...In addition over the year, sick leave has fallen and though our number of referrals has doubled so has the number of face to face contacts.”

The final intermediate theme relating to extant impacts addresses research and feedback. In terms of feedback, P4 and P11 both identified how the collection of feedback from participants in their projects (and related enterprises) had yielded highly positive results, indicating strong levels of user-satisfaction. Moreover, P11 directly indicated that this feedback would inform future stages of the project itself.

P4: *“[F]ollowing the training I asked delegates to complete an evaluation form regarding the training and the information discussed. All of these anonymous forms were positive.”*

P11: *“Useful feedback and recommendations were received from participants, which will contribute to the development of the Library Outreach Service developments.”*

In a related vein, P5 drew attention to the development of formal research tools as part of their project, with the potential to be rolled out at a wider level, while P10 indicated a quantitative increase in recruitment to research studies as a direct output of Learning Leaders project work:

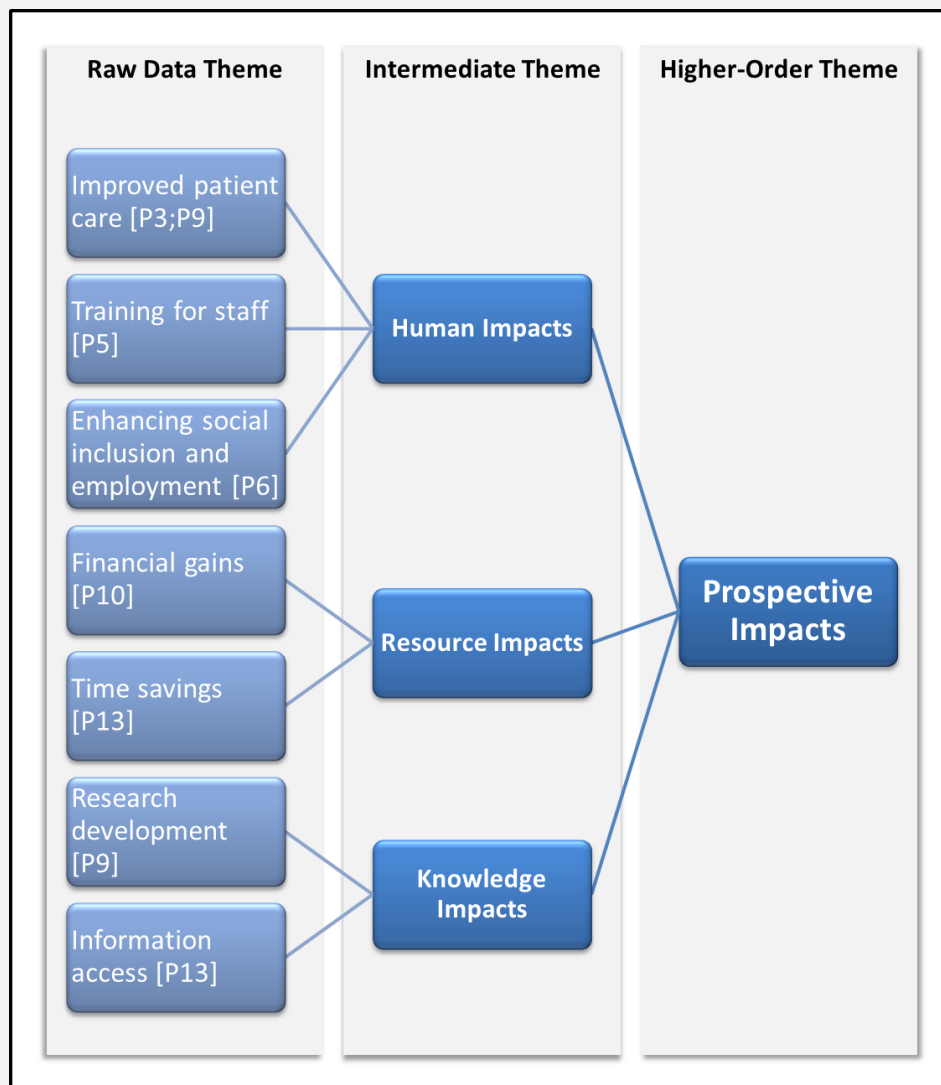
P10: *“I can definitely say from our recruitment figures for this year that our research awareness programme that was launched for the first time last year in August was a great success. It has clearly attracted quite a few professionals to take part in different research studies approved by our trust so far.”*

6.3.2. Prospective impacts

Alongside the firm impacts documented in section 6.3.1, participants also outlined *prospective* (which is to say “expected but as yet unrealised”) impacts of the Learning Leaders project work. These prospective impacts fell into three central categories:

- A. Human impacts;
- B. Resource impacts, and;
- C. Knowledge impacts.

FIGURE 54: PROSPECTIVE PROJECT IMPACTS



"I am sure that the result will clearly be seen in revenue figures in our trust."

As evidenced in Figure 54, human impacts addressed such issues as benefits for patient care, for the provision of as yet undelivered training and for the enhancement of social inclusion and employment. Regarding the first of these, P3 was in little doubt that while "...[the] project is in the very early stages, [it] will definitely make an impact in patient care." As regards the latter, P6 asserted that:

P6: "I have been working with the local training provider...to look at setting up an unpaid employment placement for 6 months, with the intended progression to paid employment for the remaining 6 months as an apprentice."

In short, wheels were turning in order to make such placements a reality.

In terms of resources, quantifiable financial gains were expected as a project impact by P10, who asserted that "I am sure that the result will clearly be seen in revenue figures in our trust." P13, meanwhile, forecast that "...the project will cut down on the time spent by both clinicians and clinical audit staff.." in a range of activities. Finally, further research development was expected as an outcome of P9's project, while P13 was confident that improved information access across the Trust would be a measurable impact.

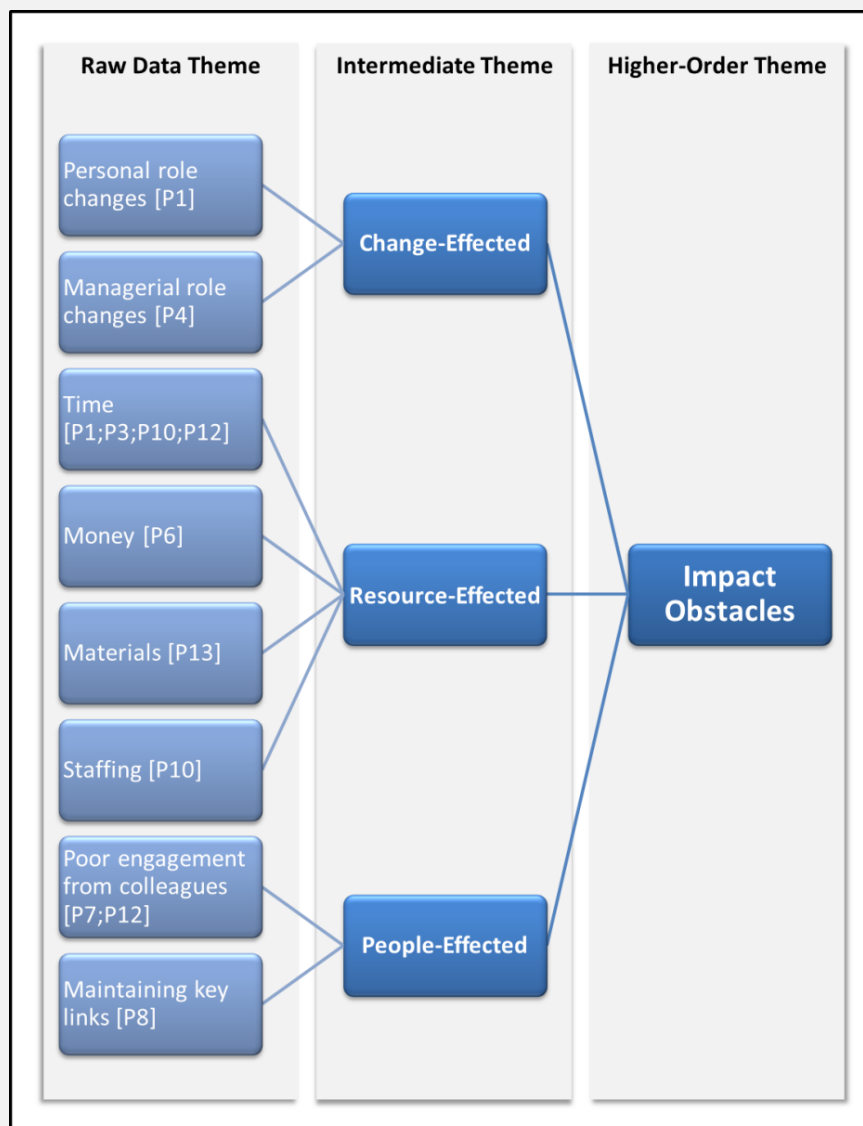
6.4. Obstacles to impact

In terms of obstacles to the achievement of anticipated project impacts, participants identified a variety of issues in three core domains;

- A. Change-effected obstacles;
- B. Resource-effected obstacles, and;
- C. People-effected obstacles.

As evidenced in Figure 55 (below), the change-effected obstacles noted by participants related to shifts in the roles of individuals as results of restructuring within the Trust itself.

FIGURE 55: OBSTACLES TO IMPACT



These had the impact of slowing, or altering (and thereby slowing) the progress of the project. In one case, this related to a role-shift for the participant themselves, and in another the project was derailed by the relocation of a supportive manager:

***P1:** “My project plan had to be put on hold as finally changes were afoot in my department. It was frustrating to feel that the time wasn’t right to proceed with the project but 6 months down the line my role has changed and now the time is right to get back on track with that particular project.”*

P4: *“My manager at the time encouraged me to develop a programme regarding dignity, nominated me to attend the dignity workshops throughout Cumbria and hold dignity training in my work place...Unfortunately due to organisational change my initial manager was relocated.”*

“There are many obstacles around the limited number of hours I work. However, the final project is now well underway, deliverable and of benefit to both service user and our Trust.”

Four participants identified time constraints as being natural obstacles to the success of their projects, citing both a general lack of time within their own schedules, poor estimation of how long things might actually take from the outset and also a lack of “spare” time to absorb the impact of delays. For example:

P3: *“[I] need to be more realistic whilst maintaining my belief in the project proposal...I would change my underestimation about how long things take!!”*

P12: *“There are many obstacles around the limited number of hours I work. However, the final project is now well underway, deliverable and of benefit to both service user and our Trust.”*

Other cited obstacles in the realm of resources included difficulties securing funding when it was needed (P13), difficulty in accessing materials such as computer software (P13) and human resources – i.e. being short-staffed.

Finally, some participants found human agents to be the key obstacles. P8 highlighted the difficulties of sustaining the intensity of key relationships on a day-to-day basis such that project momentum could be sustained, while P7 and P12 noted a general lack of engagement and/or enthusiasm from some colleagues, which inevitably limited the scope of the project’s reach, especially at the beginning.

P7: *“I found that it was difficult to maintain the team’s interest/commitment over that [early] time frame and was disappointed by their passivity.”*

“The first milestone was realising and accepting that you can’t change the world! However you can influence people, systems and the way we work.”

6.5. Key impact mechanisms

The final higher-order theme to emerge from the impact reflections related to the mechanisms through which the participants believed that impacts had been, or would be, achieved. Intermediate themes within this category were also three-fold:

- A. Enhanced interactions ;
- B. The psychological mindset adopted, and;
- C. The knowledge used.

As shown in Figure 56 (below), these themes each comprised two main issues. In terms of interactions, participants cited an enhanced willingness to cooperate with others, both within their own teams, within the wider Trust, and without, as core to the success of the projects:

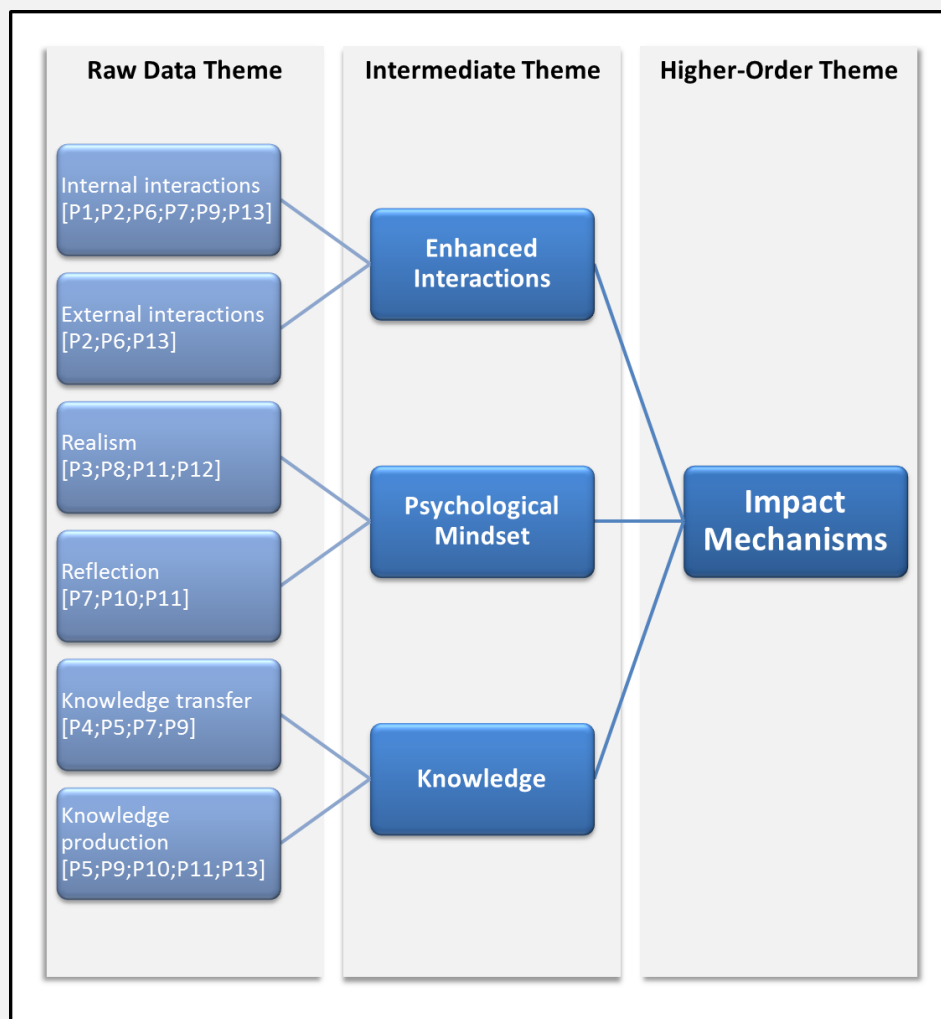
P2: *“I had a vision of who things could be improved but after having my first learning set meeting, I changed or incorporated quite a few ideas, questions because I was lucky enough to get a Bank Staff member who works quite regularly to join us and she have some really useful views.”*

P6: *“I have [also] been working with my colleagues within children services admin team throughout this project and they all share my passion and enthusiasm to ensure this pilot successful.”*

P13: *“I discussed the idea with several clinicians – who were enthusiastic – and with my manager – who agreed that we would implement the idea.”*

P13: *“University involvement was very helpful for my project, especially when my tutor suggested I investigate screen capture software.”*

FIGURE 56: IMPACT MECHANISMS



Secondly, participants highlighted increased use of a realist and reflective mindset (assimilated through the Learning Leaders training) when addressing the demands of the projects. This was, in some cases, deemed essential to the projects’ practical progress. For example:

P8: “The first milestone was realising and accepting that you can’t change the world! However you can influence people, systems and the way we work.”

P11: “After Day 1 I reflected and then submitted a different and more realistic project plan.”

P12: “My personal milestones were, when I realised I could not “Change the World” with a very large project.”

Finally, participants drew attention to the importance of (i) knowledge *transfer* and (ii) knowledge *generation* as key vehicles for their projects' success. Four participants explicitly cited the classic knowledge transfer cycle of learning (via training) and then training others as lynchpin mechanisms within their projects. Five participants, meanwhile, foregrounded the importance of first-hand research (i.e. knowledge generation through novel data) as key. For example:

P9: "I will collect my surveys forms soon then collate and analyse them and present the result and recommendations to the Learning Network. The result of this should inform the organisation of training needs to raise awareness and knowledge for the benefit of patients and their carers."

P11: "Useful feedback and recommendations were received from participants, which will contribute to the development of the Library Outreach Service developments."

P13: "I investigated and evaluated a range of alternatives to the training and information that our team had so far been providing to support trust staff to carry out clinical audit projects."

6.6. Overall summary of impact reflection feedback

Exploring this full corpus of feedback data, it is possible to assert the following set of principles:

- The reasons participants provided for having applied to become a learning leader at the outset were both structural and personal.
 - Structural reasons included a frustration with the existing status quo; a desire to effect change, and a chance to share experience as part of a larger community (though this matter also fell under the 'personal' factors theme).
 - Personal reasons included the promise of role-specific personal development and a personal ethos in tune with continued learning of this order.
- The key learning outputs of Learning Leaders identified by participants were four-fold:
 - In terms of community, it was support systems, the perils of working in isolation, and the value of others' knowledge and skills that were seen as the most important things learned.
 - In terms of support, empowerment and confidence, participants highlighted their own personal growth, especially in groups.

- In terms of the direct taught content, Action Learning Sets and personality types and leadership styles were seen as most important.
- In practical skill development, participants raised the relevance of project management, communication, reflection and clear thinking, being realistic, and understanding that there was always more to learn.
- The impacts of the projects (and participation in them) were explored in terms of the extant and the prospective.
 - Extant impacts detailed by the participants included personal growth; collective impacts such as training delivery, team performance improvements and the development of independent Action learning Sets; and impacts in the domain of research and feedback such as increased recruitment to research studies, positive feedback from service-users and the development of new research tools.
 - Prospective impacts included human impacts such as further training provision, improvements in service-user experience and greater social inclusion; resource impacts such as time-savings and financial gains; and knowledge impacts such as greater information accessibility and further research development.
- Obstacles to extant or prospective impacts being made, as cited by participants, were institutional changes – such as mid-project changes of role for participants or their managers; resource restrictions, such as limited time, funds, materials and personnel; and unengaged colleagues, and difficulties in sustaining intensity in important links.
- The mechanisms through which participants felt change had been actualised – or would be – were enhanced and productive interactions with individuals and agencies within the Trust and without; a more realistic and reflective mindset; and effective production and transfer of knowledge.

7. Summary of Impacts

In this section, findings relating only to *direct impacts* of the Learning Leaders programme are summarised for convenient reference, and synthesised into a single figure to guide the thematic exploration of key issues advanced in the conclusion.

7.1. Session evaluation feedback

- All sessions across the LLP were received exceptionally well, with mean daily quantitative scores for both **usefulness** and **enjoyment** never dropping below eight out of ten.
- A small number of participants felt a little **overwhelmed** by the range of the materials (though not the level), and by group work with more explicitly assertive peers.
- All participants highlighted that the LLP had given them a strong sense of **community** and “**connectedness**,” both within the group but also regarding CPFT itself; the presence of the chair on the first day was cited as particularly valuable in this respect.
- Participants also cited their increased **optimism**, both about the LLP itself, but more importantly about their professional roles and collective leadership prospects in the light of the LLP. This was taken to stem both from the practicality of the taught materials, and also from the sharing of histories and experiences with peers.
- Finally, and most explicitly, participants found the programme **empowering**. **Motivation** and **confidence** were cited as direct outputs of interactive work within the LLP, the nature of the taught materials and the discovery that their more difficult experiences were also shared by others.

7.2. Participant interview feedback

- In the early stages of the change project, the training was said to have boosted project-essential **time and resource management skills**, communication and **personnel management skills**; also enhanced was the confidence to execute the project at all, and **self-reflectivity** in taking knocks and rethinking strategies.

- In the workplace, meanwhile, the training was reported to have already impacted upon **confidence** and the **understanding of others**, while patient care was anticipated to be an inevitable upshot of these things.
- In terms of direct extant impacts of the projects, meanwhile, participants were able to evidence a wide range of changes made in terms of staff wellbeing (e.g. **better morale, reduced sick leave**), service-user experience (e.g. **more hours of direct contact with clients, greater uptake of services**), **staff knowledge of issues** and **direct technical and practical support for the workplace**.
- The impacts of the LLP training upon the execution of projects were reported to be substantial, bolstering both the personal qualities and practical skills essential for success. Among the former, participants cited **project management, time and resource management, communication, networking** and **research skills**. Among the latter, **confidence, adaptability** and a **critical realism** were seen as key.
- The impacts of the LLP training upon the participants' workplaces, meanwhile, were framed as either practical or personal. The former addressed direct impacts upon **patient care, group communication** and **harmony** and the **management of personnel and personalities**. The latter once again emphasised how the LLP had grown **confidence, adaptability** and a more **reflective take on leadership**.
- Finally, participants outlined the impacts of the LLP training upon their wider professional selves, indicating that they had become more **confident** and **adaptable** people, had become **more enthused regarding learning and research** and, in one case, would now **pursue postgraduate academic study**.

7.3. Managerial feedback

- All of the managers' expectations manifested as concrete impacts, with a highly notable focus upon the **confidence-raising** qualities of participation in the LLP.
- Managers also noted that participants were stronger communicators, **more ready to take a few risks, more analytic in their thinking** and **more motivated in their working practices**.
- **Greater team productivity, less sick leave taken, higher morale, improved communication** and **improved communication systems** were reported, as were **stronger knowledge and skills** in the

LLP participants themselves. **Community engagement** and benefits for local youth were also noted.

- The LLP was seen as “new” by managers (i.e. different to prior interventions) in several ways.
- Firstly, the capacity of the LLP to inspire, **empower** and **enthuse** – themselves often outputs of **effective mentoring** – were highlighted.
- Secondly, the raw **practicality** and **usefulness** of the LLP in terms of connecting to the wider Trust were deemed to be novel when other interventions were considered.

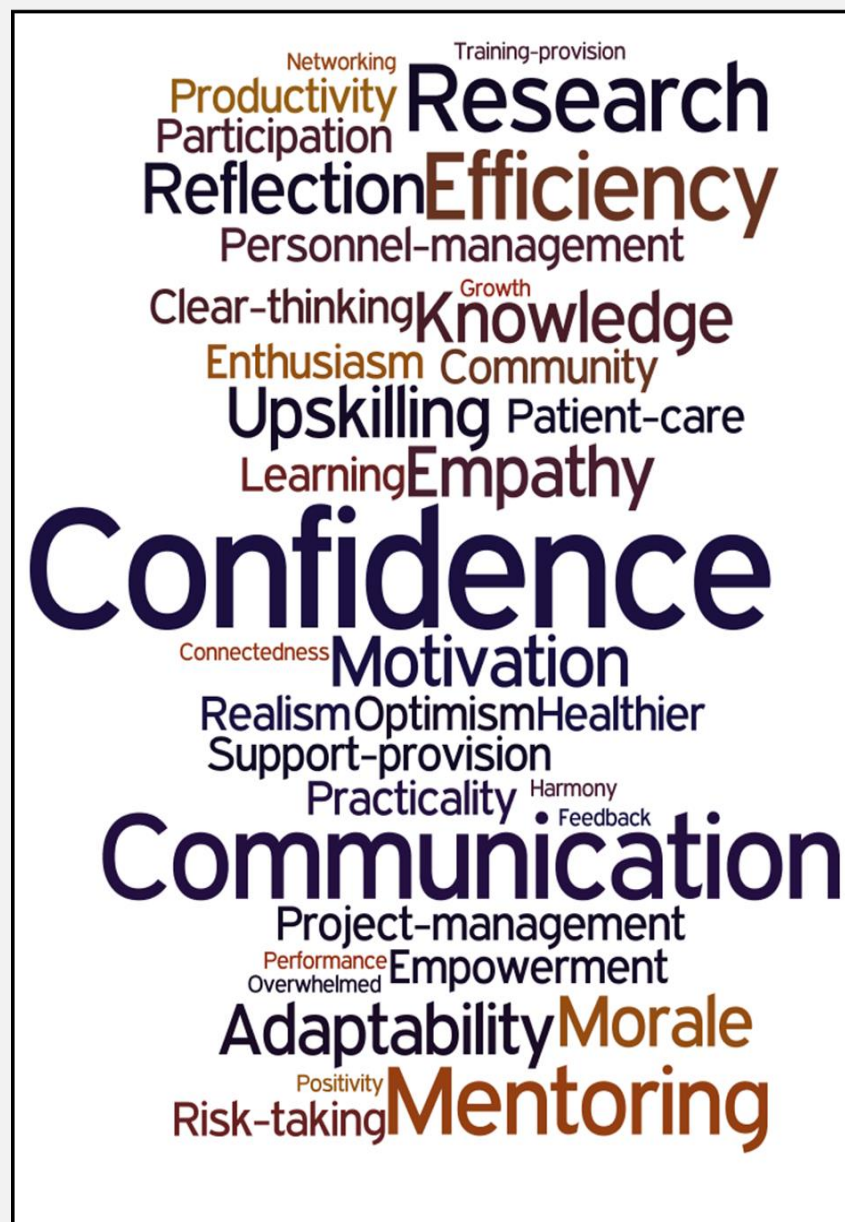
7.4. Impact reflection feedback

- The key learning impacts of Learning Leaders identified by participants were four-fold:
 - In terms of community, it was **support systems**, the perils of working in isolation, and **the value of others’ knowledge and skills** that were seen as the most important things learned.
 - In terms of **support**, **empowerment** and **confidence**, participants highlighted their own personal growth, especially in groups.
 - In terms of the direct taught content, **Action Learning Sets** and personality types and leadership styles were seen as most important.
 - In practical skill development, participants raised the relevance of **project management**, **communication**, **reflection** and **clear thinking**, being **realistic**, and understanding that there was always more to learn.
- The impacts of the projects (and participation in them) were explored in terms of the extant and the prospective.
 - Extant impacts detailed by the participants included **personal growth**; collective impacts such as **training delivery**, **team performance improvements** and the **development of independent Action learning Sets**; and impacts in the domain of research and feedback such as **increased recruitment to research studies**, **positive feedback from service-users** and the development of **new research tools**.

7.5. Impact synthesis

In Figure 57 (below) key themes from the impact summary are organised in Wordle format. For clarity, issues are organised under (wherever possible) single-word headings. Hence, all impacts pertaining to “better understanding of others,” for example, are now grouped as “empathy.”

FIGURE 57: LEARNING LEADERS IMPACT WORDLE



Consideration of this figure reveals five cross-cutting meta-themes that consistently appear in all four forms of data collected. These are:

1. Learning, thinking and research;
2. Communication, community and empathy;
3. Mentoring and support;
4. Efficiency, adaptability and reflection;
5. Confidence, motivation and morale.

As a final stage in this evaluation, these themes are analytically explored in Section 8.

8. Conclusions

In this final section, the five key cross-cutting meta-themes emergent of the analytic syntheses in Section 7 are examined further. While more “direct” skill-oriented impacts (e.g. better project management) are subsumed into these, they are not discussed individually as they were manifestly expected outcomes of the programme. A brief perusal of Section 7 itself reveals that all pre-intended impacts of Learning Leaders³ were successfully achieved. This section focuses, instead, upon themes that incorporate both manifest and “latent” (i.e. possibly unexpected or unforeseen) impacts of the LLP from a participant-centred perspective.

8.1. Learning, thinking and research

While learning⁴ was, self-evidently, a governing aspect of the entire programme, participants reported the adoption of whole new ways of thinking (in the project, workplace and beyond) that drove not only personal success in these domains, but made measurable collective impacts (see section 8.4). Greater creativity, reflexivity, patience and empathy (see Section 8.2 regarding the latter) were all described at length, with tangible benefits for team harmony and working efficiency. Moreover, the learning impulse itself was particularly profound in some participants, leading them to adopt a more explicitly research-oriented mindset; several projected much more workplace-based research in the future, and one participant actively registered for postgraduate study.

8.2. Communication, community and empathy

The LLP generated a strong sense of “connectedness” among its participants within the group, which facilitated their learning substantially. Perhaps more importantly, however, was the manner in which

³ See Section 1 for an outline of LLP aims.

⁴ ...and learning about learning, learning about leading and leading learning.

a stronger collective identity as professionals, and members of CPFT were fostered. Moreover, this community-building spirit was then transferred into the development of stronger, more connected teams in the workplace itself.

The primary driver behind this connectedness was improved skill, and perseverance, in communication. Participants (and their managers) recurrently stressed how they had developed as communicators, which had in turn forged stronger channels of information within teams. Improvements in communication on the broader scale were also described, with written and virtual formats being positively affected, and interactions with superiors, peers, subordinates and clients all said to have benefitted.

Although the governing issue of confidence (see section 8.5) was a key factor in improved communication skills, improved communication within teams was more commonly seen as a strongly linked to better understanding of personnel and personalities; i.e. empathy. To these ends the focus of the LLP on these matters, and the highly-praised inclusion of the MBTI, were not only popular parts of the programme (as evidenced in the session feedback), but highly practical ones (as evidenced in all other data formats).

8.3. Mentoring and support

The strong mentoring with the LLP was a consistently recurring theme within the corpus of data, with the mentors themselves singled out for praise by participants and managers alike. Indeed, the level and quality of mentoring during the project work was cited as one of the factors which made Learning Leaders a genuinely distinctive programme. This issue ties into the broader theme of personal support, which was an undercurrent in all parts of the programme. The participants revelled in the support they received from mentor and from each other (especially within Action Learning Sets) and this, in turn, facilitated projects and workplace activity that provided more effective and structured support for others. In some cases, this even included the introduction and sustained use of Action Learning Sets within teams.

8.4. Efficiency, adaptability and reflection

Improved efficiency is perhaps one of the most quantitative measurable impacts that any initiative can have. Participants in Learning Leaders reported team-level improvements in client face-time, money savings, time savings, workload reductions, information dissemination and so forth as direct outputs of their involvement in Learning Leaders. They also described how their basic working practices (and, indeed, working “selves”) had become more efficient due to improved project management skills, resource management skills and budgetary skills. Centrally, however, it was personal time management that was seen as the strongest driver not only of efficiency, but of working harmony. This was strongly linked by participants to greater adaptability and capacity for reflection; in short, stepping back and using time to make time, while remaining open to new ways of doing things.

8.5. Confidence, motivation and morale

Although, at the very beginning of Learning Leaders some participants reported feeling a little “overwhelmed,” by the end of the programme all participants focused heavily upon how their confidence had grown in a range of ways. Indeed, and as also for their managers, confidence-building was the mostly commonly cited theme by participants, and also the most variegated. Participant confidence had grown in a wide range of ways. For example:

- The early stages of the taught programme (not least due to the involvement of upper-management) improved the participants’ confidence in the Trust itself, and their own places within it;
- Within the Learning Leaders, participants reported feeling increasingly confident around fellow participants and the taught materials as the programme progressed;
- The taught components and the strong mentoring gave participants the confidence to take on adventurous projects;
- The training and mentoring, and the support from within the LLP cohort itself, gave participants the confidence to persist with projects when obstacles began to stack-up;
- Doing the projects gave participants confidence in their own project management abilities and, in some cases, their abilities to also do effective research;

- The programme as a whole improved participants' confidence in the workplace, in terms of communication, risk-taking, being assertive and so forth;
- The programme as a whole, and especially the projects, gave participants a wider confidence as professionals and as people, fundamentally altering some key dispositional factors.

With confidence often comes motivation, and it is scant surprise to find the matters consistently co-occurring throughout the data. The motivation reported, however, was not simply a sense of greater drive; rather it also addressed motivational skills and the capacity to lift morale at the personal and team level. Indeed, the huge steps forward made by participants in this key aspect of leadership were noted by a number of the interviewed managers.

8.6. Final impact statement

Without doubt, CPFT's Learning Leaders programme has been a huge success. Not only was there enormous participants satisfaction with the training and change projects themselves, but all core impact expectations have been demonstrably met and a range of additional (and possibly unexpected) benefits arose, which are recorded throughout this document.

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Appendix 1: Participant Interview Schedule 1

| | |
|-------------------|--|
| Name | |
| Role | |
| Date of Interview | |

Preamble:

- Greeting.
- Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.
- Interview will be recorded, verbal consent required.
- All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.

| | Question | Prompt On (Where Necessary) | ✓ |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1 | Can you tell us about your project, and why you think it is needed? | <ul style="list-style-type: none"> Personal experience of issues in the area (examples?). | |
| | | <ul style="list-style-type: none"> Secondary knowledge of the issue (do you believe it to be an issue specific to your own environ, or a broader one in the NHS?). If broader, how do you know this? | |
| 2 | What specific workplace impacts do you <i>hope</i> that the project will have? Can you give examples? | <ul style="list-style-type: none"> On patient care? | |
| | | <ul style="list-style-type: none"> On staff engagement? | |
| | | <ul style="list-style-type: none"> On engagement with the organisation itself? | |
| | | <ul style="list-style-type: none"> On financial matters? | |
| | | <ul style="list-style-type: none"> On partnerships? | |
| 3 | <i>How</i> , specifically, do you think the project might change the workplace status quo? i.e. What are the <i>mechanisms</i> through which you hope to make an impact? | <ul style="list-style-type: none"> In terms of the patients? | |
| | | <ul style="list-style-type: none"> In terms of the staff? | |
| | | <ul style="list-style-type: none"> In terms of the organisation itself? | |
| | | <ul style="list-style-type: none"> In terms of finances? | |
| | | <ul style="list-style-type: none"> In terms of partnerships? | |

| | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--|
| 4 | What obstacles can you see to these impacts taking place? Can you give examples from experience? | • Relating to patients? | |
| | | • Relating to staff? | |
| | | • Relating to the organisation itself? | |
| | | • Relating to finances? | |
| | | • Relating to partnerships? | |
| 5 | How might you surmount these obstacles? | • Relating to patients? | |
| | | • Relating to staff? | |
| | | • Relating to the organisation itself? | |
| | | • Relating to finances? | |
| | | • Relating to partnerships? | |
| 6 | From what you understand and have experienced of the Learning Leaders training programme so far, how do you think it might help you in your project? | • In working with patients? | |
| | | • In working with other staff? | |
| | | • In working with the organisation itself? | |
| | | • In better using finance? | |
| | | • In working with partners? | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--|
| 7 | How do you think the Learning Leaders training programme, and the project, might assist in your <i>own</i> personal development as healthcare professional? | • Organisational. | |
| | | • Interactional. | |
| | | • Financial. | |
| | | • Others? | |
| 8 | Are there any other matters you'd like to add that we've not covered in this interview? | | |
| <p>Finalising.</p> <ul style="list-style-type: none"> • Thank you. • There will be a follow-up interview later in the programme. • Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event? <p>Yes / No</p> | | | |

Appendix 2: Participant Interview Schedule 2

| | |
|-------------------|--|
| Name | |
| Role | |
| Date of Interview | |

Preamble:

- Greeting.
- Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.
- Interview will be recorded, verbal consent required.
- All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.

| | Question | Prompt On (Where Necessary) | √ |
|---|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1 | Can you tell us about your project, and why you thought it was needed when you began? | <ul style="list-style-type: none"> Personal experience of issues in the area (examples?). | |
| | | <ul style="list-style-type: none"> Secondary knowledge of the issue (do you believe it to be an issue specific to your own environ, or a broader one in the NHS?). If broader, how do you know this? | |
| 2 | Do you still feel the project is as relevant as you did at the start? | <ul style="list-style-type: none"> Has anything changed? | |
| | | <ul style="list-style-type: none"> Personal? | |
| | | <ul style="list-style-type: none"> Organisational? | |
| | | <ul style="list-style-type: none"> Practical? | |
| 3 | <p>Has the project, as yet, had any specific workplace impacts?</p> <p>Can you give examples?</p> | <ul style="list-style-type: none"> On patient care? | |
| | | <ul style="list-style-type: none"> On staff engagement? | |
| | | <ul style="list-style-type: none"> On engagement with the organisation itself? | |
| | | <ul style="list-style-type: none"> On financial matters? | |
| | | <ul style="list-style-type: none"> On partnerships? | |

| | | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|
| 4 | Are there impacts you now expect it to have? Can you give evidence as to why? | • On patient care? | |
| | | • On staff engagement? | |
| | | • On engagement with the organisation itself? | |
| | | • On financial matters? | |
| | | • On partnerships? | |
| 5 | <i>How</i> , specifically, do you think the project is changing – or will change - the workplace status quo? i.e. What are the <i>mechanisms</i> through which the impacts work? | • In terms of the patients? | |
| | | • In terms of the staff? | |
| | | • In terms of the organisation itself? | |
| | | • In terms of finances? | |
| | | • In terms of partnerships? | |
| 6 | What obstacles have you encountered to bringing about workplace changes during your project? Can you give examples? | • Relating to patients? | |
| | | • Relating to staff? | |
| | | • Relating to the organisation itself? | |
| | | • Relating to finances? | |
| | | • Relating to partnerships? | |

| | | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--|
| 7 | How did you surmount these obstacles? | • Relating to patients? | |
| | | • Relating to staff? | |
| | | • Relating to the organisation itself? | |
| | | • Relating to finances? | |
| | | • Relating to partnerships? | |
| 8 | How has the Learning Leaders training programme helped you in your project? | • In working with patients? | |
| | | • In working with other staff? | |
| | | • In working with the organisation itself? | |
| | | • In better using finance? | |
| | | • In working with partners? | |
| 9 | How has the Learning Leaders training programme, and conducted the project, assisted in your <i>own</i> personal development as healthcare professional? | • Organisational. | |
| | | • Interactional. | |
| | | • Financial. | |
| | | • Others? | |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 10 | <p>Can you give any examples of specific occasions on which the Learning Leaders Training (i.e. the skills you learned, or the information you absorbed) changed the way you personally handled a workplace situation? Or changed the way you approached an important task?</p> <p>What kind of difference did the training make in those cases?</p> | |
| 11 | <p>Are there any other matters you'd like to add that we've not covered in this interview?</p> | |
| <p>Finalising.</p> <ul style="list-style-type: none"> • Thank you. • There will be a follow-up interview later in the programme. • Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event? <p>Yes / No</p> | | |

Appendix 3: Management Interview Schedule

| | |
|------------------------------|--|
| Name | |
| Role/LL Participants Managed | |
| Date of Interview | |

Preamble:


- Greeting.
- Interview should take no more than 20-30 minutes, though if you have the time you can go on for as long as you want.
- Interview will be recorded, verbal consent required.
- All responses are voluntary. You do not have to answer a question, or address a topic, if you do not want to.

| | Question | Prompt On (Where Necessary) | ✓ |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1 | From what you know of Learning Leaders, what were your expectations of the programme itself? | <ul style="list-style-type: none"> As much detail as possible here (useful for contextualising manager's own engagement). | |
| 2 | [If not fully covered in Q1]. What were your hopes and expectations for the personal development of [LL Participant's name] with respect to their participation in Learning Leaders? | <ul style="list-style-type: none"> Personal aspects? (e.g. confidence in role) | |
| | | <ul style="list-style-type: none"> Practical aspects? (i.e. specific skill development) | |
| | | <ul style="list-style-type: none"> Knowledge of, and involvement in, the organisation itself? | |
| 3 | Can you tell us about the project that [LL participant's name] has been conducting as part of their involvement in Learning Leaders? | <ul style="list-style-type: none"> As much detail as possible here (again useful for contextualising manager's own engagement). | |
| 4 | When [LL participant's name] first began their project, did <i>you</i> have any hopes and/or expectations of how it might impact in the workplace? Or, indeed, if it would have any impact at all? | <ul style="list-style-type: none"> On patient care? | |
| | | <ul style="list-style-type: none"> On staff? | |
| | | <ul style="list-style-type: none"> On engagement with the organisation itself? | |
| | | <ul style="list-style-type: none"> On financial matters? | |
| | | <ul style="list-style-type: none"> On partnerships? | |

| | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--|
| 5 | Would you say that the project conducted by [LL participant's name] <i>has</i> had any clear outcomes to date? | • On patient care? | |
| | | • On staff? | |
| | | • On engagement with the organisation itself? | |
| | | • On financial matters? | |
| | | • On partnerships? | |
| 6 | Have you witnessed any personal outcomes for [LL participant's name] since they began their involvement with Learning Leaders? | • Personal aspects? (e.g. confidence in role) | |
| | | • Practical aspects? (i.e. specific skill development) | |
| | | • Knowledge of, and involvement in, the organisation itself? | |
| 7 | [If answer to Q6 is "Yes"]. Have these personal changes made any observable impact in the workplace? | • On patient care? | |
| | | • On staff? | |
| | | • On engagement with the organisation itself? | |
| | | • On financial matters? | |
| | | • On partnerships? | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--|
| 8 | From what you know of Learning Leaders, and what you have seen, would you say that it has offered something different or new that prior initiatives have not? If so, what? | <ul style="list-style-type: none"> Let them freewheel here. | |
| 9 | Are there any other matters you'd like to add that we've not covered in this interview? | | |
| <p>Finalising.</p> <ul style="list-style-type: none"> Thank you. There will be a follow-up interview later in the programme. Printed outputs of study will be made available to you via the Trust systems, and it is also hoped that the researchers will be able to put together a presentation for stakeholders at a later date. If the latter were to take place, would you be interested in attending such an event? <p>Yes / No</p> | | | |

Appendix 4: Participant project impact reflection form



Celebration Day – Poster Display

| | |
|---------------|--|
| Name | |
| Role | |
| Project Title | |

THIS INFORMATION WILL ALLOW US TO PRODUCE A POSTER FOR EACH LEARNING LEADER AND THEIR PROJECT. PLEASE BE AS HONEST AND DESCRIPTIVE AS POSSIBLE.

1. *In no more than 50 words, please tell us the reason why you applied for the Learning Leaders programme:*

2. *Please give 5 things you have learned/discovered/found beneficial whilst on the programme or since becoming a Learning Leader:*

Please tell us here about the milestones/successes/obstacles you faced whilst carrying out your project. What worked? What didn't? What would you change? How do YOU think your project has made an impact?